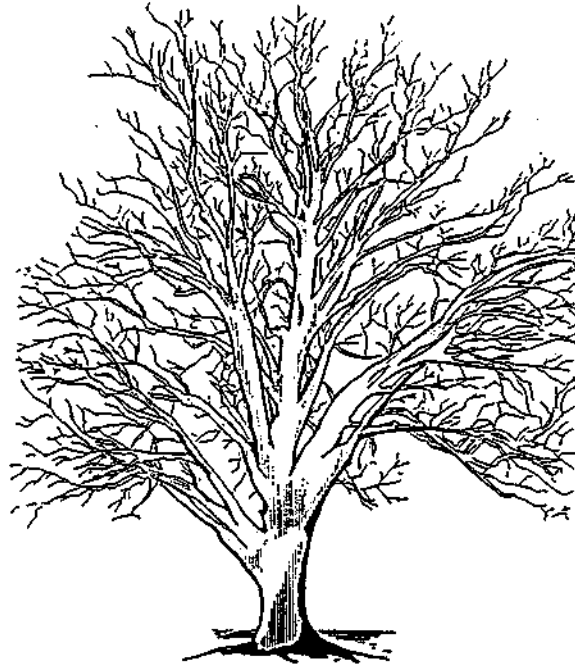


Monroe Township Schools



Curriculum Management System

Health Education

Grade 12

Fall 2009

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

Board Approved: January 2010

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Acknowledgments

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Monroe Township Schools

Vision, Mission, and Goals

Vision Statement

The Monroe Township Board of Education commits itself to all children by preparing them to reach their full potential and to function in a global society through a preeminent education.

Mission Statement

The Monroe Public Schools in collaboration with the members of the community shall ensure that all children receive an exemplary education by well trained committed staff in a safe and orderly environment.

Goals:

Raise achievement for all students paying particular attention to disparities between subgroups.

Systematically collect, analyze, and evaluate available data to inform all decisions.

Improve business efficiencies where possible to reduce overall operating costs.

Provide support programs for students across the continuum of academic achievement with an emphasis on those who are in the middle.

Provide early interventions for all students who are at risk of not reaching their full potential.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy of 12th Grade Health Education

Health education for grades twelve embraces the processes of becoming an independent young adult capable of developing healthy, mature relationships with others.

The 12th grade Health curriculum will provide focus on an overall concept of wellness. Students will develop an understanding of physical, emotional and social aspects of human relationships and sexuality and how they support a healthy active lifestyle. Through exploration of personality development and self image students will gain better understanding of pairing and commitment, family living, conception/parenting and sexuality. Students will learn medically accurate information about abstinence and contraception and living the skills to reduce or eliminate the occurrence of sexually transmitted diseases, HIV/AIDS and unintended pregnancy. Through this learning process, students will have a better perception of emotional issues, stress stress/stress management and responsibilities accrued outside of the realm of academia.

Education Goals of 12th Grade Health Education

The 12th Grade Health program is designed to increase students' knowledge of human relationships, family living, parenting and sexuality that will contribute to a lifetime of wellness. The focus of this Health Education course is to provide the students with an understanding of the activities and strategies that will be of use to them as they become adults. There will be an emphasis on the importance of single and married life.

This curriculum complies with the NJ comprehensive Health and Physical Education standards. These standards take an aim at the students' increased knowledge of physical, social, emotional and intellectual dimensions of wellness. As students become capable of making informed choices regarding their own personal health, they will be taking an essential step towards developing and maintaining a healthy adult lifestyle.

<p style="text-align: center;">New Jersey State Department of Education Core Curriculum Content Standards</p>
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A note about Health & Physical Education Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for Health & Physical Education were revised in 2009. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

[http://education.state.nj.us/cccs/? standard_matrix;c=4](http://education.state.nj.us/cccs/?standard_matrix;c=4)

12th Grade Health

Scope and Sequence

Quarter I	
Big Idea: Movement I. Team Sports <ul style="list-style-type: none"> a. Leadership b. Teamwork c. Communication d. Strategies e. Rules & Regulations f. Techniques g. Safety h. Sportsmanship i. Competition j. Exploration 	Big Idea: Wellness II. Physical Fitness/Cardiovascular <ul style="list-style-type: none"> a. Aerobics b. Exploration c. Strategies d. Techniques e. Safety III. Physical Fitness/Muscular Fitness <ul style="list-style-type: none"> a. Aerobics b. Exploration c. Strategies d. Techniques e. Safety
Big Idea: Movement IV. Individual/Dual Sports <ul style="list-style-type: none"> a. Leadership b. Teamwork c. Communication d. Strategies e. Rules & Regulations f. Techniques g. Safety h. Sportsmanship i. Competition j. Exploration 	

Quarter II

Big Idea: Communication

- V. Communications
 - a. Parenting
 - b. Conflict Resolutions
 - c. Personality Development

Big Idea: Wellness

- VI. Adult Living
 - a. Emotional Health
 - b. Stress Management
 - c. Health Issues

Big Idea: Wellness

- VII. Relationships
 - a. Relationship Building
 - b. Dating Issues
 - c. Concepts of Love
 - d. Conflict in Partnerships
 - e. Theories of pairing
 - f. Family

Big Idea: Wellness

- VIII. Sexuality
 - a. Consequences of sexual Intercourse
 - b. Sexual Identity

Quarter III

<p>Big Idea: Movement</p> <p>IX. Team Sports</p> <ul style="list-style-type: none"> a. Leadership b. Teamwork c. Communication d. Strategies e. Rules & Regulations f. Techniques g. Safety h. Sportsmanship i. Competition j. Exploration 	<p>Big Idea: Wellness</p> <p>X. Physical Fitness/Cardiovascular</p> <ul style="list-style-type: none"> a. Aerobics b. Exploration c. Strategies d. Techniques e. Safety <p>XI. Physical Fitness/Muscular Fitness</p> <ul style="list-style-type: none"> a. Aerobics b. Exploration c. Strategies d. Techniques e. Safety
<p>Big Idea: Movement</p> <p>XII. Individual/Dual Sports</p> <ul style="list-style-type: none"> a. Leadership b. Teamwork c. Communication d. Strategies e. Rules & Regulations f. Techniques g. Safety h. Sportsmanship i. Competition j. Exploration 	<p>Big Idea: Communication</p> <p>XIII. Team Building</p> <ul style="list-style-type: none"> a. Leadership b. Teamwork c. Communication d. Strategies e. Rules & Regulations f. Techniques g. Safety h. Exploration

Quarter IV

Big Idea: Movement

- XIV. Team Sports
 - a. Leadership
 - b. Teamwork
 - c. Communication
 - d. Strategies
 - e. Rules & Regulations
 - f. Techniques
 - g. Safety
 - h. Sportsmanship
 - i. Competition
 - j. Exploration

Big Idea: Wellness

- XV. Physical Fitness/Cardiovascular
 - a. Aerobics
 - b. Exploration
 - c. Strategies
 - d. Techniques
 - e. Safety
- XVI. Physical Fitness/Muscular Fitness
 - a. Aerobics
 - b. Exploration
 - c. Strategies
 - d. Techniques
 - e. Safety

Big Idea: Movement

- XVII. Individual/Dual Sports
 - a. Leadership
 - b. Teamwork
 - c. Communication
 - d. Strategies
 - e. Rules & Regulations
 - f. Techniques
 - g. Safety
 - h. Sportsmanship
 - i. Competition
 - j. Exploration

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Health Education Grade 12	Big Idea Communication		
		Topic: Parenting		
		Overarching Goals: (1) Analyze the responsibilities, joys, demands and challenges of parenting. (2) Comprehend, understand, analyze, evaluate, critique, solve, and respond to a variety of real-life, meaningful problems. (3) Investigate, research, and synthesize various information from a variety of media sources.		
		Goal 1: The student will be able to recognize the importance, rewards and problems of parenthood.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
4	1.1. Recognize how parental love and care affects the development of the child(CPI 2.4.12.A1) 1.2. Understand the role of a parent is learned and can be assumed by someone other the biological parent. (CPI 2.4.12.A1) 1.3. Name the physical needs of a child and describe how these needs can be met. (CPI 2.4.12.A2) 1.4. Define discipline and cite examples how discipline helps a child become a mature person. (CPI 2.4.12.A2) 1.5. Describe some of the problems facing an unmarried parent and know where an unmarried parent can get help (CPI 2.4.12.A3) 1.6. .Evaluate the benefits of shared parenthood.(CPI	Essential Questions: <ul style="list-style-type: none"> Is wanting a child enough? What is child abuse? Enduring Understandings: Recognize all the responsibilities and time needed to be a parent.	Learning Activities: Flour Baby <ul style="list-style-type: none"> Student will select a partner from class. The students will use a 10 lb. bag of flour to represent their baby. The flour baby should be dressed and cared for the same as a regular baby is. Students will keep a 3 to 7 diary of the care they give the child. The baby should be cared for at all times. Alternatives to the flour bags are a bag of potatoes or the reality works babies found in the class room. Students will give a short report to the class on how their parenting went. Assessment Models: <ul style="list-style-type: none"> Teacher observation. Peer evaluation. Written tests. Peer Tests 	

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Health Education Grade 12	Big Idea Communication	
		Topic: Parenting	
		<u>Overarching Goals:</u> (1) Analyze the responsibilities, joys, demands and challenges of parenting. (2) Comprehend, understand, analyze, evaluate, critique, solve, and respond to a variety of real-life, meaningful problems. (3) Investigate, research, and synthesize various information from a variety of media sources.	
		<u>Goal 1:</u> The student will be able to recognize the importance, rewards and problems of parenthood.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	2.4.12.A3)		<ul style="list-style-type: none"> Rubric for presentation Additional Resources: <ul style="list-style-type: none"> Video <ul style="list-style-type: none"> "Baby Think It Over Program" "Family Patterns" by <u>Films for Humanity</u> "Miracle of Life" by <u>NOVA</u>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Health Education Grade 12	Big Idea: Wellness	
		Topic: Personal Growth and Development	
		Overarching Goals: (1) Acquire health concepts and skills to support a healthy active lifestyle.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 2: The student will be able to develop and maintain an ongoing evaluation of factors impacting health and modify lifestyle behaviors accordingly.	
		Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2	<p>2.1. Analyze the role of personal responsibility in maintaining and enhancing personal, family, community and global wellness. (CPI 2.1.12.A.2)</p> <p>2.2. Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies. (CPI 2.1.12.C.1)</p> <p>2.3. Evaluate the impact for potential injury prior to engaging in unhealthy and risky behaviors. (CPI 2.1.12.D.1,D2,D3, D4)</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> What are some risky behaviors that will lead to an unhealthy lifestyle? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Recognize ways to prevent injuries and disease from occurring. Develop strategies which will lead to a healthy lifestyle. 	<p>Learning Activities:</p> <p>Small Group Discussions</p> <ul style="list-style-type: none"> Break class into 4 groups <ul style="list-style-type: none"> Preventing long term health disorders Preventing short term Health disorders Childhood safety awareness. Engaging in unhealthy & risky behaviors. Each group presents their findings & discusses it with the class <p>Assessment Models:</p> <ul style="list-style-type: none"> Teacher observation. Peer evaluation. Written tests. Peer Tests Rubric for presentation <p>Additional Resources:</p> <ul style="list-style-type: none"> "With A Little Help" video 'CNN Health Update' 1999-2000video West End Publishing

Suggested days of Instruction	Curriculum Management System	Big Idea: Wellness	
	Subject/Grade Level: Health Education Grade 12	Topic: Marriage, Partnership & Single living	
		Overarching Goals: (1) Comprehend, understand, analyze, evaluate, critique, solve, and respond to a variety of real-life, meaningful problems. (2) Investigate, research, and synthesize various information from a variety of media sources.	
		Goal 3: The student will be able to explore the advantages and disadvantages to single and married living	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4	3.1. Identify why people get married. (CPI 2.2.12.A1) 3.2. Identify what makes a good marriage. (CPI 2.2.12.A2) 3.3. Discuss reasons for getting married.(CPI 2.4.12.A2) 3.4. Discuss alternative lifestyles. (CPI 2.412.B4) 3.5. Identify important decisions to be made prior marriage and/or partnership. (CPI 2.2.12.A3) 3.6. Identify important aspects of single living.(CPI 2.2.12.A3)	Essential Questions: <ul style="list-style-type: none"> What are the advantages and disadvantages of marriage? What are the advantage and disadvantages of single living? What makes a successful marriage? What is involved in alternative life styles? Enduring Understandings: <ul style="list-style-type: none"> Recognize the advantages and disadvantages of married life, single living and alternative lifestyles. Sample Conceptual Understandings:	Learning Activities: Group discussion <ul style="list-style-type: none"> Break class down into 6 groups Each group is assigned either disadvantages or advantages of single , married living or alternative lifestyles. Discuss lists with entire class. “Great Debate” <ul style="list-style-type: none"> Break class into 3 groups. Single, married & Alternative lifestyles. Split each group into 2 sides. An advantage side and a disadvantage side. Debate each topic. “Successful Marriage Project” <ul style="list-style-type: none"> Student presentations on what makes a successful marriage in different cultures all over the world. Assign each student a different culture. Assessment Models: <ul style="list-style-type: none"> Teacher observation. Peer evaluation. Written tests.

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Health Education Grade 12	Big Idea: Wellness	
		Topic: Marriage, Partnership & Single living	
		<u>Overarching Goals:</u> (1) Comprehend, understand, analyze, evaluate, critique, solve, and respond to a variety of real-life, meaningful problems. (2) Investigate, research, and synthesize various information from a variety of media sources.	
		<u>Goal 3:</u> The student will be able to explore the advantages and disadvantages to single and married living	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model <ul style="list-style-type: none"> • Peer Tests • Rubric for presentation Additional Resources: <ul style="list-style-type: none"> • ‘Senior Mock Wedding Video’

Suggested days of Instruction	Curriculum Management System	Big Idea: Wellness	
	<u>Subject/Grade Level:</u> Health Education Grade 12	Topic: Human Sexuality	
		<u>Overarching Goals:</u> (1) Communicate birth control options in clear, concise, organized language that varies in content, format and form for different audiences and purposes. (2) Comprehend, understand, analyze, evaluate, critique, solve, and respond to a variety of real-life, meaningful problems.	
		Goal 4: The student will be able to comprehend the importance of decision making and its impact on their own sexuality.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
1	4.1. Identify the effectiveness for all forms of birth control.(CPI 2.2.12.A3) 4.2. Make an educated decision on which type of birth control is best for the individual (CPI 2.2.12.A3)	Essential Questions: <ul style="list-style-type: none"> What is the most effective form of birth control? What is the most effective form of birth control for me? Enduring Understandings: <ul style="list-style-type: none"> You must prepare to prevent. 	Learning Activities: Birth Control Demonstration <ul style="list-style-type: none"> Demonstration of all types of birth control devices. Class Discussion <ul style="list-style-type: none"> Class Discussion on abstinence Assessment Models: <ul style="list-style-type: none"> Teacher observation. Peer evaluation. Written tests. Peer Tests Additional Resources: <ul style="list-style-type: none"> Sea Etc. magazines located in the Class room. Middlesex County Planned Parenthood presentation. Videos "Sex, Lies & the Truth" by <u>Focus on the Family</u>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Health Education Grade 12	Big Idea: Wellness	
		Topic: Human Sexuality	
		<u>Overarching Goals:</u> (1) Communicate birth control options in clear, concise, organized language that varies in content, format and form for different audiences and purposes. (2) Comprehend, understand, analyze, evaluate, critique, solve, and respond to a variety of real-life, meaningful problems.	
		<u>Goal 4:</u> The student will be able to comprehend the importance of decision making and its impact on their own sexuality.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<ul style="list-style-type: none"> • “Twice Pardoned” by Harold Morris • “Sex Talk” by TMW • “The Lost Children of Rockdale County” by Oprah • “Sex and Consequences” by Discovery School • “Sexual Responsibility” by AIMS • “Fifteen & Pregnant” by Kirsten Dunst DVD • “Toothpaste” by Scenarios USA • “Considering Condoms” by West Glenn • “The Subject Is: HIV” by Select Media

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Health Education Grade 12	Big Idea: Wellness		
		Topic: Relationships		
		Overarching Goals: (1) Communicate relationship ideas in clear, concise, organized language that varies in content, format and form for different audiences and purposes. (2) Comprehend, understand, analyze, evaluate, critique, solve, and respond to a variety of real-life, meaningful problems. (3) Investigate, research, and synthesize various information from a variety of media sources.		
		Goal 5: The student will be able to understand the entire marriage process.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
3	5.1. Understand dating, its importance, its decisions and its problems.(CPI 2.4.12.A1,3,4,5) 5.2. Understand engagement, its problems and its decisions. (CPI 2.4.12.A1,3,4,5) 5.3. Understand the wedding process.(CPI 2.4.12.A2)	Essential Questions: <ul style="list-style-type: none"> What makes a good relationship? How does one know when he or she ready for marriage? What details are involved with organizing your own wedding? Enduring Understandings: <ul style="list-style-type: none"> Recognize all aspects of a healthy relationship. 	Learning Activities: <ul style="list-style-type: none"> Dating Game. Class wedding. Assessment Models: <ul style="list-style-type: none"> Teacher observation. Peer evaluation. Written tests. Peer Tests Rubric for presentation Additional Resources: <ul style="list-style-type: none"> Sex Etc. magazines located in the class room. Videos <ul style="list-style-type: none"> "Mock Wedding Video" by MTHS "The Blame Game" by John Stossel "Peace Talks: Handling Dating Pressure & Harassment" by Michael Pritchard "IN the Mix: Date Rape Drugs" "Communications DVD" 	

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Health Education Grade 12	Big Idea: Wellness	
		Topic: Concept of Wellness – Adult Living	
		Overarching Goals: (1) Identify the correlation between physical, emotional/mental and social health	
		Goal 6: The student will be able to identify the correlation between physical, emotional/mental and social Health.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4	<p>6.1. Examine the correlation between lifestyle choices and longevity. Identify the six practices that have the most impact on the physical condition of the body: sleep, diet, exercise, weight management, not smoking, moderate/abstain from alcohol. (CPI 2.1.12.A.1)</p> <p>6.2. Analyze factors that develop emotional, mental/spiritual strength: Self esteem, emotional awareness, values, goal setting, and healthy expressions of emotions. (CPI 2.2.12.A.1,A.2,A3)</p> <p>6.3. Discuss the importance of developing healthy relationships: including communication skills, supportive friendships, conflict resolution, long term relationships, acceptance of new challenges, capability</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> How does each area of health contribute to one's overall well being? How do good communication skills help form healthy relationships? What factors contribute to one's own personality? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Words are powerful. Speak gently about yourself. Risk taking has unexpected consequences. 	<p>Learning Activities:</p> <p>Students will working in groups of 2 or 3 and will research a current health issue of personal interest. The topic selected will be presented in a well organized oral report. The oral report will be at least 10 to 15minutes. A visual aid (power point, speaker etc.) must be used to enhance the presentation. The presenters must have 4 questions pertaining to their topic to distribute to their classmates (peer test). A public health pamphlet must also be prepared with pictures, facts, treatments (if applicable), hotlines and statistics.</p> <p>(Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation)</p> <p>The seminar should include the answers to following questions.</p> <ol style="list-style-type: none"> What makes the topic you choose a health related topic? What are some of the positive outcomes of your topic? Who is affected by the topic selected? (Knowledge, Application)

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Health Education Grade 12	Big Idea: Wellness	
		Topic: Concept of Wellness – Adult Living	
		<u>Overarching Goals:</u> (1) Identify the correlation between physical, emotional/mental and social health	
		<u>Goal 6:</u> The student will be able to identify the correlation between physical, emotional/mental and social Health.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to: of developing psychological intimacy with others and take responsibility for his/her own behavior. (CPI 2.2.12.A1.A2.A3)		Assessment Models: <ul style="list-style-type: none"> • Teacher observation. • Peer evaluation. • Written tests. • Peer Tests • Rubric for presentation Additional Resources: <ul style="list-style-type: none"> • www.unitedstreaming.com www.monroe.k12.nj.us/monroeths/lib/monroeths/media-center/Main.htm

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Health Education Grade 12	Big Idea: Wellness	
		Topic: Adult Living	
		<u>Overarching Goals:</u> (1) Comprehend, understand, analyze, evaluate, critique, solve, and respond to a variety of real-life, meaningful problems.	
		<u>Goal 7:</u> The student will be able to understand the financial aspects of adult living.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3	7.1. Balance a family budget. (CPI 2.2.12.B1,2) 7.2. Investigate the mortgage process. (CPI 2.2.12.B1,2) 7.3. Understand how to finance a college education, (CPI 2.2.12.B1,2) 7.4. Understand how to secure necessary insurance. (CPI 2.2.12.B1,2) 7.5. Understand what real estate taxes are. (CPI 2.2.12.B1,2)	Essential Questions: <ul style="list-style-type: none"> How does one financially survive in adult life. Enduring Understandings: <ul style="list-style-type: none"> Recognize what the cost of living is. 	Learning Activities: Research projects & presentations on <ul style="list-style-type: none"> Financing a college education Financing a house. Assessment Models: <ul style="list-style-type: none"> Teacher observation. Peer evaluation. Written tests. Peer Tests Rubric for presentation Additional Resources: <ul style="list-style-type: none"> Berkeley College presentation – “One More Degree’. DeVry Institute presentation on finance.

12th Grade Health
COURSE BENCHMARKS

- 1. The student will be able to identify between physical, emotional/mental and social health.**
- 2. The student will be able to analyze emotional issues and stressors that are encountered in an adult lifestyle and determine healthy coping mechanisms.**
- 3. The student will be able to employ interpersonal skills to form healthy relationships.**
- 4. The student will be able to evaluate the different areas of human sexuality.**
- 5. The student will be able to understand the entire marriage process.**
- 6. The student will be able to identify the correlation between physical, emotional/mental and social Health.**
- 7. The student will be able to understand the financial aspects of adult living.**