

TOWNSHIP OF UNION PUBLIC SCHOOLS



Comprehensive Health Education
Grade 12

August 20, 2019

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

Health 401 is a nine-week course, required during the student's senior year. The curriculum focuses on sexual healthcare to promote and maintain a state of wellness throughout one's life.

Students will learn about the need to share simple daily life events with someone else. The importance of talking about problems and voicing their opinions with others they are close with. Loving, close relationships with family and friends are extremely important. During their senior year students will look at relationships from dating through commitment and marriage.

Approximately 82 percent of teen pregnancies are unintended. Students will learn how people can prevent pregnancy. They will also learn that the choice of birth control method can dramatically affect the risk of acquiring a STD's and HIV as well. The responsibilities of pregnancy and parenting, as well as the female and male reproductive system will be covered during the students' senior year.

Students will be provided with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle.

Early detection and treatment are the key factors in determining many lifestyle diseases. Students will learn the importance of breast self-exams and testicular self-exams.

Students will use computer applications to gather and organize information. Within all content areas, students should utilize computer and information literacy, which supports competency in information-gathering, information-organizing and problem solving.

12th Grade Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Wellness	10
Unit 2: Alcohol, Tobacco and other Drugs	10
Unit 3: Family Life/Sexuality	15
Unit 4: Community Health Skills	10

12th Grade Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<p style="text-align: center;">Unit 1: Wellness</p>	<ul style="list-style-type: none"> • 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. • 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. • 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle • 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle 	<ul style="list-style-type: none"> • Independent Life Skills • Interview Skills • Budgeting • College/Career Readiness skills 	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p> <p>Unit 2: Alcohol, Tobacco & other Drugs</p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p> <ul style="list-style-type: none"> • 2.1 Wellness: All students will acquire health promotion 	<ul style="list-style-type: none"> • Use of Date Rape Drugs • Drugs & Pregnancy 	

	<ul style="list-style-type: none"> concepts and skills to support a healthy, active lifestyle. 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle 	
<p>Suggested Resources Provide links to specific resources/activities</p> <p>Unit 3: Family Life/Sexuality</p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p> <ul style="list-style-type: none"> 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 2.3 Drugs and Medicines: All 	<ul style="list-style-type: none"> Male & Female Reproductive Systems Self-Exams for Breast and Testicular Cancer Healthy Relationships Rape Prevention Dating/Domestic Violence Prevention Sexual Assault Prevention Abstinence Pregnancy Prevention

	<p>students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle</p> <ul style="list-style-type: none"> 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle 	<p>Methods</p> <ul style="list-style-type: none"> Parenting Teen Pregnancy Real-life Baby Project
<p>Suggested Resources Provide links to specific resources/activities</p> <p>Unit 4: Community Health Skills</p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p> <ul style="list-style-type: none"> 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle 2.4 Human Relationships and Sexuality: All students will 	<ul style="list-style-type: none"> Sexually Transmitted Infections & Preventions HIV/AIDS Health Care System Sexual Harassment

<p>Suggested Resources Provide links to specific resources/activities</p>	<p>acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle</p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p>
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Curricular Units

Unit 1: Wellness			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (When applicable)	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.
<p>2.4.12.C.3 2.4.12.C4</p>	<p>Evaluate the use of a budget as a high school/college student</p> <p>Compare different interview styles for a job vs. college acceptance.</p>	<p>Have students complete a monthly budget for a high school graduate and college student.</p> <p>Students will participate in mock interviews for different jobs or colleges.</p>	<p>www.pcentral.org/bp/index.html</p> <p>www.pcentral.org/mediacenter/videos.html</p> <p>exit cards</p>

Unit 1 Assessment Plan	
Formative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.	Summative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.
<ul style="list-style-type: none"> • In-class assignments • Think, pair, share • Homework • Class discussions • Do Now • Peer Review 	<ul style="list-style-type: none"> • Open ended questions • Exit Tickets • Peer Assessments • Self-Assessment/Reflection • Portfolios • Tests and quizzes

<ul style="list-style-type: none"> • Informal Observations/Dialogues • Written Responses • Journals • Checklists • Examinations of Student Work 	<ul style="list-style-type: none"> • Projects • Research Projects • Presentations • Essays
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Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/documents/assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/documents/assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
<p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/cando/descriptors</p> <ul style="list-style-type: none"> • 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 • Teacher think-aloud 	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • 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

<p align="center">NJSLS - Technology</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards</i></p>	<p align="center">Career Readiness Practices</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices</i></p>
<p>K-4</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>8.2.2.B.4 Identify how the ways people live and work has changed because of technology.</p> <p>5-8</p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).</p> <p>8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber</p>	<ul style="list-style-type: none"> ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP3. Attend to personal health and financial well-being. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP10. Plan education and career paths aligned to personal goals. ● CRP11. Use technology to enhance productivity. ● CRP12. Work productively in teams while using cultural global competence.

ethics including appropriate use of social media

9-12

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

21st Century Skills

When possible, provide links to specific samples/ documents/ assignments/etc.

Refer to the 21st Century Life and Skills

Interdisciplinary Connections

When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.

Refer to the NJ Student Learning Standards

Specific Standards That May Apply:

K-4th

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

K-8th

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

K-12th

- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3.HL.4 Evaluate the roles and responsibilities of individual

- Math
- Language Arts
- Science
- Art
- Music

<p>members as part of the healthcare team and explain their role in promoting the delivery of quality health care.</p> <p>9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms</p> <p>9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.</p> <p>9.3.HU-FAM.2 Identify community resources to provide family and community services.</p> <p>9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.</p> <p>9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.</p> <p>9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.</p> <p>9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.</p>	
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Unit 2: Alcohol, Tobacco & Other Drugs			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/documents/assignments/etc.
2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements. Summarize the criteria for evaluating the effectiveness of a medicine. Relate personal abuse of prescription and over-the-counter medicines to wellness	Teacher generated questions about safety of each, reading labels, review drug use, misuse and abuse of over-the-counter drugs. Research an article that discusses a problem with an over-the-counter drug. Present findings to the class.	www.pcentral.org/bp/index.html www.pcentral.org/mediacenter/videos.html exit cards
2.3.12.A.2			
2.3.12.A.3			

Unit 2 Assessment Plan	
Formative Assessment When possible, provide links to specific samples/documents/assignments/etc.	Summative Assessment When possible, provide links to specific samples/documents/assignments/etc.
<ul style="list-style-type: none"> In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/Dialogues Written Responses Journals Checklists Examinations of Student Work 	<ul style="list-style-type: none"> Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios Tests and quizzes Projects Research Projects Presentations Essays

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) When possible, provide links to specific samples/documents/assignments/etc.	Special Education / 504 When possible, provide links to specific samples/documents/assignments/etc.	Gifted and Talented When possible, provide links to specific samples/documents/assignments/etc.
Examples of Strategies and Practices that		Examples of Strategies and Practices that

<p>Support English Language Learners: * All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/cando/descriptors</p> <ul style="list-style-type: none"> • 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 • Teacher think-aloud 	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • 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
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Unit 2 Connections

<p align="center">NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards</p>	<p align="center">Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices</p>
<p>K-4</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or</p>	<ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP3. Attend to personal health and financial well-being. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of decisions. • CRP6. Demonstrate creativity and innovation. • CRP7. Employ valid and reliable research strategies. • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

countries using various media formats such as online collaborative tools, and social media.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

5-8

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

9-12

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Skills

When possible, provide links to specific samples/ documents/ assignments/etc.
Refer to the 21st Century Life and Skills

Specific Standards That May Apply:

K-4th

9.2.4.A.1 Identify reasons why people work, different types of

Interdisciplinary Connections

When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.
Refer to the NJ Student Learning Standards

- Math
- Language Arts
- Science

- Art
- Music

work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

K-8th

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

K-12th

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.3.HI.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

9.3.HI.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

9.3.HI-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms

9.3.HIU.6 Explain how human development principles enhance the wellbeing of individuals and families.

9.3.HIU-FAM.2 Identify community resources to provide family and community services.

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and

mathematics (STEM) workplaces.

9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.

9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

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Unit 3: Family Life & Sexuality

Content Standards	Critical Knowledge & Skills (*Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/ assignments/etc.</i>
Breast/testicular exam 2.4.12.B	Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease	Diagrams exhibiting proper techniques for both self-breast and testicular exams	www.pecentral.org/bp/index.html www.pecentral.org/mediacentre/r/videos.html exit cards
Date Rape Prevention 2.4.12.A.1	Predict how relationships may evolve over time focusing on changes in friendships, family, dating relationships and lifetime commitments, such as marriage	Charts identifying the stages of a love relationship "What should I look for in a Partner?" handout	www.pecentral.org/bp/index.html www.pecentral.org/mediacentre/r/videos.html exit cards
2.4.12.A.2	Determine effective prevention and intervention strategies to address domestic or dating violence	Movie "She Fought Alone" Date Rape Article	exit cards
2.3.12.B.1	Determine situations where the use of alcohol and other drugs influence decision making and place one at risk	Mock trial for sexual harassment where students debate flirting vs. sexual harassment.	Write a sexual harassment policy for your school including cyber bullying and sexting.
Baby Project 2.4.12.C.1	Evaluate the methods and resources available to confirm pregnancy	Power point presentation covering multiple types of pregnancy test	www.pecentral.org/bp/index.html
2.4.12.C.2	Compare embryonic growth and fetal development in single and multiple pregnancies including the incidence of complications and infant mortality	Miracle of life" video Real life baby project	www.pecentral.org/mediacentre/r/videos.html exit cards
Evaluate parenting strategies used		Have students complete an independent living packet using internet and other resources. For	

2.4.12.C.3	at various stages of child development based on valid sources of information Analyze factors that affect the decision to become a parent	example: finding an apartment, filling out job applications, maintaining a checkbook and creating a monthly budget.
2.4.12.C.4		

Unit 3 Assessment Plan		
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	
<ul style="list-style-type: none"> • In-class assignments • Think, pair, share • Homework • Class discussions • Do Now • Peer Review • Informal Observations/Dialogues • Written Responses • Journals • Checklists • Examinations of Student Work 	<ul style="list-style-type: none"> • Open ended questions • Exit Tickets • Peer Assessments • Self-Assessment/Reflection • Portfolios • Tests and quizzes • Projects • Research Projects • Presentations • Essays 	

Unit 3 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/cando/descriptors <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase 	Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products 	Examples of Strategies and Practices that Support Gifted and Talented Students: <ul style="list-style-type: none"> • 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

<p>comprehension Teacher modeling</p> <ul style="list-style-type: none"> • 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 • Teacher think-aloud 	<ul style="list-style-type: none"> • Testing accommodations • Authentic assessments 	
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Unit 3 Connections		
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards</i>		Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices</i>
<p>K-4</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>8.2.2.B.4 Identify how the ways people live and work has changed</p>		<ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP3. Attend to personal health and financial well-being. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of decisions. • CRP6. Demonstrate creativity and innovation. • CRP7. Employ valid and reliable research strategies. • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. • CRP9. Model integrity, ethical leadership and effective management. • CRP10. Plan education and career paths aligned to personal goals. • CRP11. Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence.

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5-8

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
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- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

9-12

- 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

21st Century Skills

When possible, provide links to specific samples/ documents/ assignments/etc.

Refer to the 21st Century Life and Skills

Specific Standards That May Apply:

K-4th

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

K-8th

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

Interdisciplinary Connections

When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.

Refer to the NJ Student Learning Standards

- Math
- Language Arts
- Science
- Art
- Music

K-12th

- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms
- 9.3.HU:6 Explain how human development principles enhance the wellbeing of individuals and families.
- 9.3.HU-FAM.2 Identify community resources to provide family and community services.
- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
- 9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.
- 9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.
- 9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

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Unit 4: Community Health Skills			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (When applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/ assignments/etc.</i>
STI 2.4.12.B.1	Predict the possible long term effects of adolescent sex on future education, on career plans and on various dimensions of wellness	Vocabulary dealing with the first sexual feelings	www.pecentral.org/bp/index.html
2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data	“The stages of the sexual response” handout	www.pecentral.org/mediacentre/r/videos.html
2.4.12.B.3	Analyze factors that influence the choice, use and effectiveness of contraception using risk-reduction and risk-elimination strategies	Scenerios usa video Class project chart of “101 ways to make love without doing it” Group power point projects covering the different types of contraceptive methods	exit cards
2.4.12.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STI’s and unintended pregnancy	Individual project creating STI informational pamphlets	
Health Care System 2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation	Handout describing the different types of insurance “What to look for in a health care provider” handout	www.pecentral.org/bp/index.html
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community and global health	Online research project choosing different doctors and health care professionals based on certain factors: location, insurance, cost, etc	www.pecentral.org/mediacentre/r/videos.html exit cards

Unit 4 Assessment Plan

Formative Assessment

When possible, provide links to specific samples/documents/ assignments/etc.

Summative Assessment

When possible, provide links to specific samples/documents/ assignments/etc.

<ul style="list-style-type: none"> • In-class assignments • Think, pair, share • Homework • Class discussions • Do Now • Peer Review • Informal Observations/Dialogues • Written Responses • Journals • Checklists • Examinations of Student Work 	<ul style="list-style-type: none"> • Open ended questions • Exit Tickets • Peer Assessments • Self-Assessment/Reflection • Portfolios • Tests and quizzes • Projects • Research Projects • Presentations • Essays
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Unit 4 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/documents/ assignments/etc.</i>
<p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/cando/descriptors</p> <ul style="list-style-type: none"> • 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 • Teacher think-aloud 	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • 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

Unit 4 Connections

NJSLS - Technology

*When possible, provide links to specific samples/ documents/ assignments/etc.
Refer to the NJ Technology Standards*

Career Readiness Practices

*When possible, provide links to specific samples/ documents/ assignments/etc.
Refer to the NJ Career Readiness Practices*

K-4

- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
- 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

- 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

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- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).
- 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

<p>other countries</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media</p> <p>9-12</p> <p>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue</p>	
<p>21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the 21st Century Life and Skills</p> <p><u>Specific Standards That May Apply:</u></p> <p>K-4th</p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>K-8th</p> <p>9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.</p> <p>K-12th</p> <p>9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.</p> <p>9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.</p> <p>9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.</p> <p>9.3.HL.1 Determine academic subject matter, in addition to high</p>	<p>Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p> <p>Refer to the NJ Student Learning Standards</p> <ul style="list-style-type: none"> • Math • Language Arts • Science • Art • Music

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