

# TOWNSHIP OF UNION PUBLIC SCHOOLS



# Grade 11 Comprehensive Health Education

Adopted  
September 19th, 2023

### **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.

## Unit 1

**Unit Title: Personal Growth and Development- Wellness**

**Grade level: Grade 11**

**Timeframe: 12 Days**

### Rationale

Personal Growth and Development will focus on the emotional, sexual, and personal health of the students. Students will be expected to learn the importance of emotional health and the impact it has on the whole student. The students will examine emotional management strategies and coping skills. The students will analyze the relationship between healthy behaviors and personal health as well as ways to promote a healthy lifestyle. The students will analyze healthy sexual relationships and the different relationships that can occur in society.

### Focus Questions

- What are my signs and symptoms of stress and what are the best ways for me to cope or avoid stress?
- Why is it so difficult for people with mental health issues to get the help they need?
- Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to self and others?
- Why does one person become an addict and another does not?
- How do I identify someone with a substance abuse problem and assist them in getting help?

### Standards

#### Standards (Taught and Assessed):

- 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.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.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.

- 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
- 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
- 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.
- 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
- 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audiences (e.g., dimension of health).
- 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.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).
- 2.3.12.ATD.1: Examine the influences 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 regulation of the State of New Jersey, other states and the affects, healthy and unhealthy on individual, families, schools, and communities (d.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 individuals ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).

### **Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills**

- [9.1.4.A.2 Evaluate available resources that can assist in solving problems.](#)
- [9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.](#)

### **Social-Emotional Learning Competencies**

- [Self-Awareness](#)
- [Self-Management](#)

## Instructional Plan

### Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Assessment	<p><b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b> Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

### Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<b>We are learning to/that</b>				
Nutrition	<p>Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.</p> <p>Predict diseases and health conditions that may occur during one's lifespan and speculate on potential</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p>	<p><b>Activities:</b></p> <p>Create an informational food guide pamphlet using the computer for distribution in the school cafeteria, encouraging healthful eating.</p> <p>Construct a healthy nutrition plan poster for a young adult and describe healthy and</p>	<p><b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual</p>

	<p>prevention and treatment strategies.</p> <p>Develop strategies that will impact local, state, national, and international and international public health efforts to prevent and control diseases and health conditions.</p> <p>Analyze the unique contributions of each nutrient class to one's health</p>	<p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Checklists</p> <p>Examinations of Student Work</p>	<p>unhealthy ways to lose, gain, and maintain a healthy body weight</p> <p>Compare and contrast the dietary guidelines from the FDA and the American Diabetic Assoc. and list goals.</p> <p>Find a recent article on nutrition and write a brief summary.</p>	<p>learning, including graphic organizers.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p><b>At Risk:</b> Individualized as needed</p> <p><b>IEP/504/At risk:</b> Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
<p>Stress and Emotional Health</p>	<p>Develop a personal stress management plan to improve and maintain wellness.</p> <p>Analyze a variety of health services and products based on cost, availability, benefits, and accreditation.</p> <p>Analyze the role of personal responsibility in maintaining and enhancing personal, family,</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p>	<p>Class will work in small groups and research</p> <p>Powerpoint presentation on an area of stress (definitions, body systems, common teen stressors, signs of stress, and stages of stress response including fight vs. flight)</p> <p>Stress relieving technique (aromatherapy, massage, creative arts, exercise etc.).</p>	<p><b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p>

	<p>community, and global wellness.</p> <p>Examine how a family might cope with crisis or change and suggest ways to restore family balance and function</p> <p>Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis</p> <p>Determine the emotional, social, and financial impact of mental illness on the family, community, and state.</p> <p>Relate advances in medicine and technology to the diagnosis and treatment of mental illness</p> <p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.</p>	<p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Checklists</p> <p>Examinations of Student Work</p>	<p>Group demonstration of their stress relieving technique for the class to experience first-hand.</p>	<p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p><b>At Risk:</b> Individualized as needed</p> <p><b>IEP/504/At risk:</b> Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
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**Benchmark Assessment 1**

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>District Grade Level Created</i></p>	<p><b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b> Individualized as needed</p>

	<b>IEP/504:</b> Modifications/ Accommodations as stated in IEP
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**Summative Assessments (add rows as needed)**

<b>Summative Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<i>Open ended questions</i> <i>Exit Tickets</i> <i>Peer Assessments</i> <i>Self-Assessment/Reflection</i> <i>Portfolios</i> <i>Tests and quizzes</i> <i>DMV Practice Test</i>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

**Interdisciplinary Connections**

<b>Interdisciplinary Connections</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Math Language Arts Science Art Music	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>



## Unit 2

**Unit Title: Emotional Wellness-Alcohol, Tobacco, and other Drugs**

**Grade level: 11**

**Timeframe: 12 Days**

### Rationale

Emotional health is an essential component of the well rounded students. Social and emotional learning helps to support student mental health needs by fostering a sense of safety and security, building positive relationships with others, and providing equitable support to learning. Student learning will center around student emotional behavior, moods, emotions and decision making. Lessons on Alcohol, Tobacco, and other Drugs and how they play a role in emotional health will be a focus in this unit.

### Focus Questions

What are the common needs for over the counter medicines?

What are some problems with over the counter medicine and their effects on the body and mind?

### Standards

#### **Standards (Taught and Assessed):**

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.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).

2.3.12.ATD.1: Examine the influences 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 regulation of the State of New Jersey, other states and the affects, healthy and unhealthy on individual, families, schools, and communities (d.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 individuals ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).

## Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

### Social-Emotional Learning Competencies

- Self Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making

<b>Instructional Plan</b>
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### Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Assessment	<p><b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b> Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Over The Counter Medicine	<p>Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.</p> <p>Summarize the criteria for evaluating the effectiveness of a medicine.</p> <p>Relate personal abuse of prescription and over-the-counter medicines to wellness</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Checklists</p> <p>Examinations of Student Work</p>	<p><b>Activities:</b></p> <p>Teacher generated questions about safety of each, reading labels, reviewing drug use, misuse and abuse of over-the-counter drugs.</p> <p>Research an article that discusses a problem with an over-the-counter drug. Present findings to the class.</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p><b>At Risk:</b>Individualized as needed</p> <p><b>IEP/504/At risk:</b> Modifications/ Accommodations as stated in IEP. Individualize as needed</p>

**Benchmark Assessment 1**

<b>Benchmark Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<i>District Grade Level Created</i>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

**Summative Assessments (add rows as needed)**

<b>Summative Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<p><i>Open ended questions</i>  <i>Exit Tickets</i>  <i>Peer Assessments</i>  <i>Self-Assessment/Reflection</i>  <i>Portfolios</i>  <i>Tests and quizzes</i></p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

**Interdisciplinary Connections**

<b>Interdisciplinary Connections</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>

Math Language Arts Science Art Music	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>
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## Unit 3

**Unit Title: Social and Sexual Health**

**Grade level:**

**Timeframe: 11 Days**

### Rationale

Social and Sexual Health will focus on age appropriate information about reproduction and offspring. The goal is to lay the foundation for social and sexual health. Social norms, groupings, sociology are touched on in this section The importance of expressing feelings, thoughts, and emotions will also be major components of this section.

### Focus Questions

- What is the definition of gang?
- What are the consequences of conflict, harassment, bullying?
- What factors lead to bullying and gang violence?

### Standards

**Standards (Taught and Assessed):**

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.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
- 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
- 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
- 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
- 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).
- 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior. • 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.
- 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
- 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship. • 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.
- 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms)

## **Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills**



### **Social-Emotional Learning Competencies**

**Social Awareness**

**Self-Management**

**Social Awareness**

**Responsible Decision Making**

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**Instructional Plan**

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**Pre-Assessment and Reflection**

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Assessment	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Conflict Resolution	<p>Analyze the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community.</p> <p>Describe factors that contribute to conflict</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p>	<p><b>Activities:</b></p> <p>List possible methods for reducing conflicts (i.e. harassment, bullying, and vandalism) and how they should be implemented. /</p> <p>Small group, presentation.</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent</p>

				<p>study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p><b>At Risk:</b> Individualized as needed</p> <p><b>IEP/504/At risk:</b> Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
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**Benchmark Assessment 1**

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>District Grade Level Created</i></p>	<p><b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b> Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

**Summative Assessments (add rows as needed)**

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>Open ended questions</i> <i>Exit Tickets</i> <i>Peer Assessments</i> <i>Self-Assessment/Reflection</i> <i>Portfolios</i></p>	<p><b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p>



<i>Tests and quizzes</i>	<p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>
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### Interdisciplinary Connections

<b>Interdisciplinary Connections</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Math Language Arts Science Art Music	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

## Unit 4

**Unit Title: Community Health Services**

**Grade level: 11**

**Timeframe: 12 Days**

### Rationale

Community Health Services and Support will serve as an important unit to inform students of emergency situations, resources, feelings, health professionals and different organizations that will support citizens in the time of need. They will also learn about laws, rights, and services that will affect a student and their life. Decisions made by students, the use of technology in appropriate ways and building relationships will play a role in the unit.

## Focus Questions

Will I be able to handle various emergency situations that may occur throughout my life?

How do you determine what actions to take in an emergency?

What are the sequential procedures in performing cardio- pulmonary resuscitation (CPR) and automated external defibrillation (AED)?

## Standards

### Standards (Taught and Assessed):

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).

2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences.

### Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

### Social-Emotional Learning Competencies

Self Awareness

Self Management

Social Awareness

Responsible Decision Making

## Instructional Plan

### Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Assessment	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.

	<p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>
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**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Injury Prevention	Determine the causes and outcomes of intentional and unintentional injuries adolescents and young adults and propose prevention strategies.	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/Dialogues Written Responses Journals Checklists Examinations of Student Work	<p><b>Activities:</b></p> <p>Interview the school nurse and find out the most common accidents and injuries at school. List them and identify how they could be avoided</p> <p>Write a list of interview questions for the Fire Marshall in town, and have him come in as a guest speaker.</p> <p>Identify three safety hazards in your home, and then make or list the changes that need to improve those situations.</p> <p>Injury Scenario and group activities</p> <p>First Aid class.</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction,</p>

			Review label on household products for allergies, chem	and Real-world problems and scenarios  <b>At Risk:</b> Individualized as needed  <b>IEP/504/At risk:</b> Modifications/ Accommodations as stated in IEP. Individualize as needed
Emergency Situations	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.  Analyze how new technologies may positively or negatively impact the incidence of crisis	In-class assignments  Think, pair, share  Homework  Class discussions  Do Now  Peer Review  Informal Observations/Dialogues  Written Responses  Journals  Checklists    Examinations of Student Work	List the correct course of action for various emergency scenarios created by the teacher can be done as class or set up as stations.  View the video CPR and AED for Schools: The Chain of Survival and  First Aid for Schools  Make posters on basic first aid and post them throughout school.	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.  <b>GT:</b> Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios

				<p><b>At Risk:</b>Individualized as needed</p> <p><b>IEP/504/At risk:</b> Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
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**Benchmark Assessment 1**

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>District Grade Level Created</i></p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

**Summative Assessments (add rows as needed)**

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>Open ended questions</i>  <i>Exit Tickets</i>  <i>Peer Assessments</i>  <i>Self-Assessment/Reflection</i>  <i>Portfolios</i>  <i>Tests and quizzes</i></p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

## Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Arts Science Art Music	<p><b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b> Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

### ***N.J.S.A. 18A:35-4.7. Parent's statement of conflict with conscience***

***Any child whose parent or guardian presents to the school principal a signed statement that any part of the instructions in health, family life education or sex education is in conflict with his conscience, or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result therefrom.***