

Unit 1: Health I

Content Area: **Health and PE**
Course(s): **HEALTH I**
Time Period: **Generic Time Period**
Length: **9 weeks**
Status: **Published**

Standards

Health/PE Standards

HE.9-12.2.1.12.EH	Emotional Health
HE.9-12.2.1.12.EH.1	Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
HE.9-12.2.1.12.EH.2	Analyze factors that influence the emotional and social impact of mental health illness on the family.
HE.9-12.2.1.12.EH.3	Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
HE.9-12.2.1.12.EH.4	Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
HE.9-12.2.1.12.PGD	Personal Growth and Development
HE.9-12.2.1.12.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.
HE.9-12.2.1.12.PGD.2	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
HE.9-12.2.1.12.CHSS.1	Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
HE.9-12.2.1.12.CHSS.3	Explain the purpose of the Safe Haven Law and identify locations in your community.
HE.9-12.2.1.12.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).
HE.9-12.2.1.12.CHSS.8	Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
HE.9-12.2.1.12.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.
HE.9-12.2.2.12.N	Nutrition
HE.9-12.2.2.12.N.1	Compare and contrast the nutritional trends, eating habits, body image, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
HE.9-12.2.2.12.N.2	Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
HE.9-12.2.2.12.N.3	Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
HE.9-12.2.2.12.N.4	Implement strategies and monitor progress in achieving a personal nutritional health plan.
HE.9-12.2.3.12.ATD	Alcohol, Tobacco and other Drugs

HE.9-12.2.3.12.ATD.1	Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.
HE.9-12.2.3.12.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).
HE.9-12.2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
HE.9-12.2.3.12.DSDT	Dependency, Substances Disorder and Treatment
HE.9-12.2.3.12.DSDT.1	Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.
HE.9-12.2.3.12.DSDT.2	Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.
HE.9-12.2.3.12.DSDT.3	Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).
HE.9-12.2.3.12.DSDT.4	Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.
HE.9-12.2.3.12.DSDT.5	Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).
HE.9-12.2.3.12.HCDM	Health Conditions, Diseases and Medicines
HE.9-12.2.3.12.HCDM.1	Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
HE.9-12.2.3.12.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.
HE.9-12.2.3.12.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). Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery. The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, culture, lifestyle, and family history. Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others. Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations. Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues. Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual. Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks. Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities. Mental health conditions affect individuals, family members, and communities.

Transfer Goals

TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.DC	Digital Citizenship
TECH.9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
TECH.9.4.2.GCA	Global and Cultural Awareness
TECH.9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
TECH.9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). Brainstorming can create new, innovative ideas. Young people can have a positive impact on the natural world in the fight against climate change. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Individuals from different cultures may have different points of view and experiences.

Transfer Goals

Exploring, developing, and practicing good habits will increase the likelihood of success in high school and, later, in adult life.

Concepts

Essential Questions

- a. • What are the secrets to success in HS and beyond?
- b. • How does "sharpening the saw" increase my chances of success in the future?
- c. • What are the secrets to successful relationships in high school and in the future?

- • d. • What are the costs being sexually active?
- • e. • What are the signs that a relationship is dangerous?
- • f. • Why get high? What are the risks?
- • g. • How does one maintain good mental health?

Understandings

- a. Using good personal and interpersonal skills are imperative to a successful future
- b. Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness
- c. Evaluating the potential for harm prior to engaging in unhealthy/risky behaviors impacts choices
- d. Respect and acceptance for individuals' differences provides a foundation for the prevention and resolution of conflict.
- e. There are immediate and long-term consequences of risky behavior associated with substance abuse.
- f. The decision to become sexually active affects one's physical, social, and emotional health

Critical Knowledge and Skills

Knowledge

Students will know:

- a. • The “Seven Habits of Highly Effective Teens”
- b. • The role of personal fitness in one’s successes
- c. • Influences on the food choices we make
- d. • “Choose My Plate”, government nutrition guidelines
- e. • Skills for healthy living regarding dating and sex
- f. • Warning signs of dating abuse
- g. • The effects of stimulants, depressants, and hallucinogens
- h. • Signs of stress and coping skills

Skills

Students will be able to:

- a. • Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness
- b. • Determine the relationship of nutrition and physical activity to success in life
- c. • Explain ways to recognize and protect against abuse and all forms of assault and what to do if assaulted.
- d. • Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
- e. • Relate personal abuse of prescription and over-the-counter medicines to wellness
- f. • Compare and contrast the incidence and impact of commonly abused substances on individuals and communities
- g. • Predict the possible long-term effects of adolescent sex on future education, on career plans

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Slide show presenting one of the "7 Habits of Highly Effective Teens"

Evaluation of slide shows

7 Habits of Highly Effective Teens student created poster

Communication Styles skit

Conflict resolution quiz

How to maintain fitness group lists

Student created Nutrition for Athletes quiz

Dietary intervention project and presentation

Love vs. Lust lists and evaluation

Teen Dating violence pamphlet

"Sex is Not a Game" video reflections

Drug slide presentation

"A Natural High" video reflections

read, list, and explain [10 Signs of an Ailing Mind](#)

create a booklet entitled:

"Personal Stress Management Handbook

"Your Mental Health" worksheet

School Summative Assessment Plan

Health I Final Exam

Primary Resources

Health I Primary Website

Supplementary Resources

7 Habits of Highly Effective Teens (Book/Video)

The Cold Within (video)

Reading [Communication Styles](#)

Reading [Communication Success](#)

Reading [Nutrition for Athletes](#)

choosemyplate.gov (worksheet on website)

A Natural High (video)

Technology Integration and Differentiated Instruction

Technology Integration

• Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

• One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

• Additional Support Videos

The videos above are just examples of videos that can be used to support each of the lessons within this topic.

• Remind

Used for communication with classes and with individuals with the purpose of keeping students up to date with their required assignments

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning
- Intermediate
- Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Choose My Plate (diet, calories in-calories out)

ELA - various reading and summarizing assignments

SCIENCE - male and female difference; effects of drugs on the human body

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Poster for 7 Habits; stress management booklet

APPLIED TECHNOLOGY - presentations using google slides, google docs

BUSINESS EDUCATION - creating budget friendly diet

GLOBAL AWARENESS - -Predict the differences in food choices locally and globally

Learning Plan / Pacing Guide

AS PER WEBSITE

- a. Discuss issues that arise in HS. Develop a list of answers for the EQ, “What are the secrets to being successful in High School and beyond?”
- b. Skim an article “Be Proactive” as an advanced organizer. Participate in class discussion.
- c. Present the “7 Habits of Highly Effective Teens”. Students will work individually and groups to demonstrate knowledge of each habit.
- d. After viewing a video by Steven Covey (author of the 7 Habits) students will create personal mission statements for their lives.
- e. After discussing and taking notes on “Communication Success / Conflict Resolution” students will create skits to demonstrate these skills.
- f. Students will form “synergistic groups” within the class (groups that have people with different backgrounds, skills and mindsets) and write an action plan for various situations on the worksheet.
- g. Discuss “How does "sharpening the saw" increase my chances of success in the future?”. Develop lists of ways to take care of the mind, heart, body, and soul.
- h. Discuss myths and truths regarding fitness and nutrition.
- i. 7 Habits test to assess knowledge and understanding.
- j. Participate in class discussion and take notes on “Diet and Influences on Food Choices”
- k. Predict the differences of dietary influences globally

- l. Students will create a dietary health intervention and present to the class.
- m. Learn the importance of reading food labels
- n. Write an article for a nutrition magazine entitled "EATING RIGHT".
- o. Discuss the EQ, "What are the secrets to successful relationships in high school and in the future?"
- p. Create a list of reasons why teens become sexually active and relate these reasons to Abraham Maslow's Hierarchy of Needs.
- q. Write an article, "Why I will remain abstinent until I am in a mutually monogamous relationship that promises to be a lifetime commitment."
- r. View video, "She's Too Young" and discuss when and where the "warning flags" could have been seen.
- t. Create a dating violence brochure
- u. Groups make a presentation on particular types of drugs.
- v. Students create lists of why teens drink and why they shouldn't.
- w. Students in groups will evaluate and rank risky behaviors associated with the use of ATOD
- x. View video, "A Drugless High" and construct a poster identifying a personal drugless high.
- y. Discuss the EQ, "How does one maintain good mental health. Skim and summarize "The Art of Resiliency"
- z. Find and assemble information on common mental disorders of teens. Discuss treatment for same.
- zz. Final Exam
- zzz. bb. Students will write a paper "Who I'll be in 2017" explaining where they see themselves their senior year approaching graduation
- zzzz. cc. Read advice from present seniors and discuss where some of those students may have made different choices and had fewer problems

Unit 1: Health II

Content Area: **Health and PE**
Course(s): **HEALTH II**
Time Period: **Generic Time Period**
Length: **9 weeks**
Status: **Published**

Standards

Health/PE Standards

HE.9-12.2.3.12.PS.1	Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
HE.9-12.2.3.12.PS.3	Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).
HE.9-12.2.3.12.PS.4	Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.
HE.9-12.2.3.12.ATD.1	Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.
HE.9-12.2.3.12.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).
HE.9-12.2.3.12.DSDT.2	Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs. Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences. The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance. Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.

Section Title

Transfer Goals and Career Ready Practices

TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving

TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive). Collaboration can simplify the work an individual has to do and sometimes produce a better product. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Young people can have a positive impact on the natural world in the fight against climate change.

Transfer Goals

- To prepare students to be responsible drivers.

Concepts

Essential Questions

- How does defensive driving allow you to protect yourself from a possible collision with a bad driver, drunk driver, or weather conditions?
- Why is it highly responsible to avoid drug and alcohol use when driving?
- How do social, decision-making and physical skills affect one's driving?
- How does becoming familiar with a vehicle's safety, communication, and comfort devices assist with making one a responsible driver?
- How can we make the roadways safer for everyone?
- How do driver penalties help enforce the rules of the road?
- How have the probationary license restrictions helped prepare new drivers?
- In what ways do identifying traffic signs by shape and color impact one's driving safety?
- Why are driving rules and regulations put into place?

Understandings

A majority of traffic fatalities are due to poor choices by a driver, including alcohol and other drug use/abuse.

Motor vehicle laws are designed to protect; following those laws can be life saving.

Organ donation saves lives.

Critical Knowledge and Skills

Knowledge

Students will know:

Driver vocabulary

How and what to purchase in car insurance

NJ rules of the road

The impact alcohol and other drugs can have on a person's mental and physical abilities necessary for driving

The particulars on organ donation

The situations/distractions that lead to driver impairment

Skills

Students will be able to:

Describe how alcohol and other drugs affect the mental and physical abilities needed for driving.

Explain how the driving task involves social, decision-making and physical skills.

Explain how the laws of nature affect their vehicle and the capabilities of other vehicles.

Identify situations that can cause major collisions.

Identify traffic signs by shape and color.

List and explain the use of safety, communication and comfort devices in a vehicle.

Recall and understand the rules and regulations as found in the NJ Driver's Manual.

State the purpose of the IPDE and Smith Systems.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Quiz #1- Rules and regulations that govern our driver license system

Create a brochure that explains the graduated driver license process

Quiz #2- Driver responsibility

Create a powerpoint explaining students assigned law

Quiz #3- New Jersey Laws (ex: Maggie's Law, Sarah's Law, NJ Pedestrian Law etc.)

Quiz #4- New Jersey roadway regulations (Speed limits, parking distances etc.)

Evaluate a driving situation using the IPDE process

Quiz #5- Drugs and alcohol

Create a public service announcement

School Summative Assessment Plan

New Jersey State Written Exam

Primary Resources

<https://driving-tests.org/wp-content/uploads/2017/11/NJ-driver-manual-2016.pdf>

Supplementary Resources

<https://www.youtube.com/watch?v=68WPSOzCVQc>

<https://www.youtube.com/watch?v=sAkNpd7LDFI>

<http://mycommunitysource.com/top-stories/new-child-restraint-laws-in-nj/>

<https://www.youtube.com/watch?v=idgX9vqvIqQ>

https://www.youtube.com/watch?v=_BqFkRwdFZ0

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

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- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

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Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Car budgeting and insurance quotes

SCIENCE - Physics of car crashes and car mechanics https://www.youtube.com/watch?v=yUpiV2I_IRI
<https://www.youtube.com/watch?v=wjn8wEtVq3c>

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Public service announcement

APPLIED TECHNOLOGY - Public service announcement, Graduated Driver License Brochure

BUSINESS EDUCATION -

GLOBAL AWARENESS - Discuss driving laws in other countries and states

Learning Plan / Pacing Guide

Week 1: The New Jersey Driver License System

- Discuss and take notes on the rules and regulations of the driver license system
- Summarize the difference between primary and secondary documents
- Categorize documents according to their 6 points of identification value
- Quiz on rules and regulations discussed previously that week

Week 2: The New Jersey Driver License System

- Explain that the GDL process was devised and implemented because statistics showed too many collisions and fatalities among 16-22 year old drivers were because of the time of day driving occurred, the number of passengers, and too little driving experience before getting their license.
- GDL JigSaw Worksheet: Comparing the difference graduating driver license options
- Show NJ GDL youtube video
- Create a graduated driver license brochure
- Advocate the importance of organ donation and show Jason Ray video

Week 3: Driver Responsibility

- Nikhil's Law: Discuss the accident and his story
- Student's take responsible driver pledge

- True or false warm up activity: analyze whether the statement is true or false and discuss correct answer as a class
- Students will use the manual to complete the chapter 3 manual quest
- Review the manual quest for correct answers
- View the seat belt safety video
- Chapter 3 written quiz

Week 4: Safe Driving Rules and Regulations

- Assign the students(groups) a NJ Law that they must research, create a google slide, and present it to the class
- NJ Law written quiz
- Discuss and take notes on addition NJ regulations
- View "From One Second to the Next" Documentary while writing reflections

Week 5-6: Defensive Driving

- Interpret each section of the I.P.D.E. process
- Critique different driving situations using the I.P.D.E. process
- Review different driving conditions and problems, what causes them, and analyze how to safely handle each situation
- View videos that relate to each driving problem

Week 6-7: Alcohol and Drugs/Public Service Announcement

- Introduce the Public Service Announcement Project: Review the rubric with students and show examples
- Participate in the alcohol/drugs myth or facts worksheet
- Discuss how alcohol is processed by the body
- Review a BAC chart, assess how alcohol would effect them according to the chart
- Complete "Add It Up" worksheet
- Fill out chapter 5 notes

Week 8: Signs and Signals

- Students will infer the meaning of different traffic signs and signals hung throughout the room
- Review meaning of the signs
- Discuss different categories of signs
- Begin presenting public service announcements

Week 9: PSA, Test Review, Written Exam

- Finish presenting PSA
- Participate in test reviews
- Take state written exam

Unit 1: Health III

Content Area: **Health and PE**
Course(s): **HEALTH III**
Time Period: **Generic Time Period**
Length: **9 weeks**
Status: **Published**

Standards

Health/PE Standards

HE.9-12.2.1.12.EH.3	Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
HE.9-12.2.1.12.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).
HE.9-12.2.1.12.CHSS.6	Evaluate the validity of health information, resources, services, in school, home and in the community.
HE.9-12.2.1.12.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).
HE.9-12.2.1.12.CHSS.8	Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
HE.9-12.2.2.12.N.1	Compare and contrast the nutritional trends, eating habits, body image, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
HE.9-12.2.2.12.N.2	Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
HE.9-12.2.2.12.N.3	Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
HE.9-12.2.2.12.N.5	Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
HE.9-12.2.3.12.PS	Personal Safety
HE.9-12.2.3.12.PS.1	Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
HE.9-12.2.3.12.PS.3	Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).
HE.9-12.2.3.12.PS.4	Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.
HE.9-12.2.3.12.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).
HE.9-12.2.3.12.HCDM	Health Conditions, Diseases and Medicines

HE.9-12.2.3.12.HCDM.1	Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
HE.9-12.2.3.12.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.
HE.9-12.2.3.12.HCDM.4	<p>Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).</p> <p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p> <p>Healthy individuals demonstrate the ability to identify who, when where and/or how to seek help for oneself or others.</p> <p>Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.</p> <p>Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.</p> <p>Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.</p> <p>Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</p> <p>Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.</p> <p>Public health policies are created to influence health promotion and disease prevention and can have global impact.</p> <p>The decisions one makes can influence an individual's growth and development in all dimensions of wellness.</p> <p>Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.</p> <p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, culture, lifestyle, and family history.</p>

Transfer Goals and Career Ready Practices

TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
TECH.9.4.2.GCA	Global and Cultural Awareness

Brainstorming can create new, innovative ideas.

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Young people can have a positive impact on the natural world in the fight against climate change.

Transfer Goals

Students will be able to independently use their learning to care for their own personal health and to be responsible citizens in an emergency.

Concepts

Essential Questions

- A. How is personal health impacted by family, community, national, and international efforts to prevent and control health conditions?
- B. How will my learning first aid and CPR affect the lives of those around me?
- C. If one understands the impact poor lifestyle choices can have on the body, why do some continue to choose poorly?
- D. How do our personal habits impact your heart health.
- E. How does our decision making impact us and others during an emergency.
- F. How do you evaluate an accident scene.

Understandings

a. The ability to evaluate circumstances for potential injury and knowledge of first aid procedures will minimize injury and save lives.

b. The understanding of basic nutritional and fitness concepts and lifestyle behaviors will have an impact on personal wellness.

Critical Knowledge and Skills

Knowledge

Students will know:

How to Utilize the Emergency Action Principles

How to evaluate a conscious person.

How to evaluate an unconscious person.

How to evaluate and treat a person with an airway obstruction.

How to recognize and treat the signs and symptoms of a heart attack.

How to evaluate and treat a person who has known heart beat or breathing.

How to use an AED to treat a person in cardiac arrest.

How to evaluate and treat a person who is unconscious and has an airway obstruction.

How to give first aid for burns.

How to evaluate and give first aid for cuts and bleeding.

How to evaluate and give first aid for broken bones and sprains.

How to evaluate and treat heat and cold related emergencies.

Skills

Students Will Be able to:

Emergency Action Principles

Evaluate a conscious person

Evaluate and treat a person with an airway obstruction

Recognize and treat the signs and symptoms of a heart attack

Evaluate and treat a person who has known heart beat or breathing

Use an AED to treat a person in cardiac arrest

Evaluate and treat a person who is unconscious and has an airway obstruction

To give first aid for burns.

Give evaluate and give first aid for cuts and bleeding.

Evaluate and give first aid for broken bones and sprains.

Evaluate and treat heat and cold related emergencies

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- A. Quiz 1 - identifying an Emergency.
- B. Quiz 2 - Evaluating a Conscious person.
- C. Quiz 3 - Evaluating an Unconscious person.
- D. Manikin Evaluation #1.
- E. Quiz 4 - Evaluating and treating an Airway Obstruction.
- F. Manikin Evaluation #2.
- G. Quiz 5 - Treating a Cardiac Emergency, Heart Attack.
- H. Quiz 6 - CPR
- I. Quiz 7 - Use of an AED
- J. Quiz 8 - Evaluating and Treating an Unconscious person with a Full Airway Obstruction.
- K. Manikin Evaluation #3
- L. Quiz 9 - First Aid Treatment for Cuts and Bleeding
- M. Quiz 10 - First Aid for Burns
- N. Quiz 11 - First Aid for Broken Bones and Sprains
- O. Quiz 12 - First Aid for Cold and Heart related Emergencies.

School Summative Assessment Plan

- 1. American Red Cross Adult CPR/AED Written Test.
- 2. American Red Cross Adult CPR/AED Practical Test.

3. American Red Cross First Aid Written Test.

Primary Resources

<https://www.instructorcorner.org/s/>

Supplementary Resources

1. American Red Cross Instruction Video.
2. Rescue 911 Instruction and Demonstration Videos.
3. Current Events World Health.
4. Youtube CPR/AED/First Aid Videos.
5. Heart Anatomy and Function Video.
6. Signs and Symptoms; Cardiac Arrest Video.
7. Bondi Rescue Video.

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos above are just examples of videos that can be used to support each of the lessons within this topic.

- **Remind**

Used for communication with classes and with individuals with the purpose of keeping students up to date with their required assignments

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning
- Intermediate
- Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

□ Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Caloric intake vs caloric output

SCIENCE -Human Anatomy, specifically the Cardio Vascular, Pulmonary, Muscular, Skeletal and Nervous systems.

SOCIAL STUDIES - Laws and State to State legalities concerning First Aid. Evaluation of current events concerning health from around the world.

ELA - Written review of current events concerning health from around the world.

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Global evaluation of the effects of diet, exercise and heart health risks.

Learning Plan / Pacing Guide

Week 1: Introduction to American Red Cross and Resources.

Identifying an Emergency.

How to Keep yourself safe, physically and legally during an emergency.

Emergency Action Principles.

Week 2: Preparing to act.

Evaluating a Conscious person.

Evaluating an Unconscious person.

Week 3: Anatomy of the Respiratory System.

Diagnosis of different types of Obstructions

First Aid for each type of Obstruction

Physical demonstration of first aid for obstructions

Week 4: Anatomy of the heart and cardiovascular system.

Cholesterol and Plaque in the body and its effects on the body

Signs and symptoms of a heart attack

First aid for a heart attack victim

Week 5: Evaluating a victim under cardiac arrest

Steps of physical CPR

Physical practice and demonstration of CPR

Week 6: The electrical system of the Heart

Proper use of an Automated External Defibrillator.

Proper technique for first aid for an unconscious victim with a full airway obstruction

Week 7: Review for the Written and practical test

American Red Cross Written Exam

American Red Cross Practical Exam

Week 8: First Aid for cuts and Bleeding

First Aid for Burns

First Aid for Broken Bones and Sprains

Week 9: First Aid for Cold related Emergencies

First Aid for Heat related Emergencies

American Red Cross First Aid Written Exam

Unit 1: Health IV

Content Area: **Health and PE**
Course(s): **HEALTH IV**
Time Period: **Generic Time Period**
Length: **9 weeks**
Status: **Published**

Standards

Health/PE Standards

HE.9-12.2.1.12.EH.1	Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
HE.9-12.2.1.12.PP	Pregnancy and Parenting
HE.9-12.2.1.12.PP.1	Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
HE.9-12.2.1.12.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.
HE.9-12.2.1.12.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.
HE.9-12.2.1.12.PP.4	List the major milestones of each trimester of fetal development utilizing medically accurate information.
HE.9-12.2.1.12.PP.5	Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).
HE.9-12.2.1.12.PP.6	Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
HE.9-12.2.1.12.PP.7	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
HE.9-12.2.1.12.PP.8	Assess the skills needed to be an effective parent.
HE.9-12.2.1.12.PP.9	Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
HE.9-12.2.1.12.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.
HE.9-12.2.1.12.SSH	Social and Sexual Health
HE.9-12.2.1.12.SSH.1	Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
HE.9-12.2.1.12.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.
HE.9-12.2.1.12.SSH.3	Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
HE.9-12.2.1.12.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).

HE.9-12.2.1.12.SSH.5	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
HE.9-12.2.1.12.SSH.6	Analyze the benefits of abstinence from sexual activity using reliable resources.
HE.9-12.2.1.12.SSH.7	Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
HE.9-12.2.1.12.SSH.8	Describe the human sexual response cycle, including the role of hormones and pleasure.
HE.9-12.2.1.12.SSH.9	Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
HE.9-12.2.1.12.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.
HE.9-12.2.1.12.CHSS	Community Health Services and Support
HE.9-12.2.1.12.CHSS.3	Explain the purpose of the Safe Haven Law and identify locations in your community.
HE.9-12.2.1.12.CHSS.4	Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).
HE.9-12.2.1.12.CHSS.6	Evaluate the validity of health information, resources, services, in school, home and in the community.
HE.9-12.2.1.12.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).
HE.9-12.2.1.12.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.
HE.9-12.2.3.12.PS.8	Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
HE.9-12.2.3.12.PS.9	Evaluate strategies to use social media safely, legally, and respectfully.
HE.9-12.2.3.12.PS.10	Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
HE.9-12.2.3.12.HCDM.3	<p>Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).</p> <p>Public health policies are created to influence health promotion and disease prevention and can have global impact.</p> <p>There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.</p> <p>Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</p> <p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p> <p>Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.</p> <p>Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.</p> <p>Healthy individuals demonstrate the ability to identify who, when where and/or how to seek help for oneself or others.</p> <p>There are many factors that influence how we feel about ourselves and the decisions that we make.</p> <p>The decisions one makes can influence an individual's growth and development in all dimensions of wellness.</p>

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

Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.

There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.

There are many decisions to be made related to pregnancy and childbirth that will have short- and long-term impacts.

Transfer Goals and Career Ready Practices

TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
TECH.9.4.2.DC.4	Compare information that should be kept private to information that might be made public. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Brainstorming can create new, innovative ideas.

Transfer Goals

- Students will be able to independently use their learning to have the knowledge, skills, and decision making to maintain healthy adult relationships

Concepts

Essential Questions

- a. How does one maintain reproductive health
- b. What are the costs of unprotected sex?

- c. What is the best way to protect oneself against STIs?
- d. When does human life begin?
- e. Behavior: Nature or Nurture?
- f. Should abortion be legal?
- g. How can we, as a society, reduce the incidence of maternal drinking?
- h. Are our life choices based on research or biases?
- i. What do healthy relationships look like?
- j. If there are so many drawbacks to drinking why is it socially acceptable in our culture
- k. Is there ever a time to "blame the victim"?
- l. How can we accept and respect others' differences?
- m. How can conflict become a relationship builder?

Understandings

Cultural expectations of men and women contribute to our misunderstanding of each other

Generally speaking, men and women are different physically, emotionally and socially and therefore approach relationships differently

Knowing ourselves will help us to understand and be tolerant of others

The choices we make today can affect our reproductive effectiveness in the future

Unhealthy relationships need to change or end

Critical Knowledge and Skills

Knowledge

Students will know:

Cultural influences on male/female relationships

How to avoid STIs and unplanned pregnancy

How to find services for relationship problems and emergencies

How to set and reach goals

Legal definitions and consequences of sexual harassment, sexual assault, and domestic violence

Research findings regarding marriage and choosing a partner

Skills

Students will be able to:

Defend their position on elective termination of pregnancy

Describe the difference between a healthy and an unhealthy relationship

Develop strategies for ending unhealthy relationships

Discuss the risks of drinking on the individual and the family

Discuss ways to maintain reproductive health

Support their position on homosexuality as a choice or not a choice

Tell the many ways that men and women are different and how those differences affect relationships

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Present information regarding male and female reproductive conditions

Create a crossword puzzle using terms related to sexually transmitted diseases

Prepare a basic family budget for parents with one child who have only HS diplomas

Create and present a public service announcement regarding FASD

Create a parenting tips booklet.

Prepare a presentation on one aspect regarding drugs, alcohol, and sex on the college campus

Perform a BSE or TSE

Write a letter to your partner explaining what you think is the best option if a pregnancy occurred. Evaluate the pros and cons of the elective pregnancy termination.

Conflict resolution quiz

Compare and contrast pros and cons of elective C section versus vaginal delivery

Evaluate the benefits of breastfeeding

Prepare a brochure outlining information regarding domestic violence

School Summative Assessment Plan

Health IV final exam

Primary Resources

Health IV website

Supplementary Resources

Mayo Clinic website

STD slide shows

Puzzle maker

"Teen Sex: The Rules Have Changed" video

Contraceptive measures websites

"In the Womb; Multiples", National Geographic video

Information on the Elective Termination of Pregnancy

"Fetal Alcohol Spectrum Disorders" video

Parenting websites

Healthy relationship websites

"Why Doesn't She Leave" TED talk

websites regarding drinking and sex on the college campus

"One Day in October" date rape video

"50 Real Differences between Men and Women" website

Conflict Resolution website

Technology Integration and Differentiated Instruction

Technology Integration

• Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

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- Advanced
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Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Basic family budgeting for one year

SCIENCE - pregnancy and delivery, diseases and conditions

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - creation of FASD public service announcement

APPLIED TECHNOLOGY - creating slides presentations

BUSINESS EDUCATION - researching best prices for family budget

GLOBAL AWARENESS - global view of abortion laws

Learning Plan / Pacing Guide

- a. Pretest on google classroom. Discuss what we need to know to maintain reproductive health and healthy relationships
- b. Provide students with a vocabulary for understanding reproductive health care, pregnancy, childbirth, and STIs via lecture, video, notes and class discussion.
- c. In HETEROGENEOUS groups, students research and report on various reproductive disorders. Create list of healthy behaviors that will reduce the risk of same.
- d. List steps for and perform a breast or testicular self exam
- f. Students will create a crossword puzzle after individually viewing two slide shows and completing a clue sheet based on a vocabulary list. Students take a crossword quiz
- h. explore the reasoning behind the lack of consistent and correct condom use. Examine the risks anyone takes with sexual activity.
- i. Read and summarize an article on preventing unplanned pregnancies
- j. IN PAIRS, prepare a family budget for the first year of marriage (HS diploma, married, one child, living in

SJ).

l. View and take notes on video, "In the Womb" k. Research one type of contraceptive. Report findings to the class. All take notes on each type

m. Discuss pregnancy in depth: "How does life begin?, When does human life begin?," "Are we products of nature or nurture?"

n. Analyze the relationship of lifestyle choices during pregnancy with FASD, SIDS, premature birth, etc.

o. IN HETEROGENEOUS GROUPS create a 30 second public service announcement regarding the detrimental effects of drinking during pregnancy.

p. Examine the pros and cons of different styles of parenting.

View "One Day in October", a date rape scenario. Discuss whether or not a rape occurred, who was most at fault, and should the perpetrator be criminally prosecuted

t. Prepare an informational pamphlet about domestic violence.

s. Write an article for the school newspaper about sexual harassment including definition, examples, laws, our HS policy, and what we all can do to reduce the incidence of this behavior.

q. Participate in "Relationship behaviors; should I stay or go?"

r. Identify the behaviors considered sexual harassment, acquaintance rape, and domestic violence. Discuss the legal issues regarding each.

w. Answer the question, "Is homosexuality a choice?". View several short videos and discuss. Answer the question again defending the answer.

x. Compare and contrast the differences between the sexes. Discuss how these differences may cause disharmony in a relationship.