

<b>Original Adoption:</b>	January 2018
<b>Created by:</b>	Manasquan Public School District
<b>Revised on:</b>	August 2022

<b>Content Area: Health and Physical Education</b>	
Course Title: Senior Health	
Grade Level: 12 <sup>th</sup>	
<b>Unit Title</b>	<b>Pacing Guide in Days</b>
Suicide Prevention and Mental Health	10 days
Substance Abuse	7 days
Relationships and Dating Violence	10 days
Teen Sexuality	10 days
Pregnancy and Parenting	8 days

**New Jersey Student Learning Standards: Interdisciplinary Connections**  
<https://www.nj.gov/education/cccs>

- Math -\_analyze mental health data S-ID
- Science – how the brain works. HS-LS1-1.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills**

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
- 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.
- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

### **New Jersey Student Learning Standards: Computer Science and Design Thinking**

- 8.1.8.B.1: Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
- 8.1.12.C.1: Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- 8.1.12.E.1: Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

### **General Considerations for Diverse Learners**

#### **Students with Disabilities/504 Plans**

##### **Accommodations:**

- Adjust seating arrangements as needed to minimize distraction and help with focus
- Seat near helpful peers
- Extra learning resources for home use (copies of books, etc.)
- Allow for handwritten or typed responses depending on need
- Directions read aloud on assessments
- Extended time as needed on both writing and objective assessments

##### **Modifications:**

- Student needs will be addressed on an individual and grade level basis according to their specific IEP/504 plan using a variety of learning modalities
- Key words highlighted, simplified vocabulary
- Graphic organizers for writing tasks
- Rewrite and editing opportunities for writing assignments
- Information to differentiate/personalize instruction, and/or reinforce instruction
- Access to copies of class notes
- Study guides for tests
- Key phrases highlighted
- Restate, reread, clarify directions

- Teacher modeling and examples for reference
- Assignments/questions formatted clearly according to need
- Number of choices for multiple choice responses reduced (4 to 3; 5 to 4)
- Additional information and resources made available on Canvas to differentiate instruction, and/or reinforce instruction

### **English Language Learners**

- Use of graphic organizers for notes and writing/ visual representation of information
- Use of icons/ clip art on worksheets/ digital assignments
- Skeletal notes/ Cloze notes (fill in the blank)
- Directions read aloud and posted on the board/ on paper
- Highlight and define key vocabulary
- Access to bilingual dictionary
- Use of simplified vocabulary
- Students present answers orally rather than in writing
- Access to audio book to aid in comprehension when reading independently

### **Students at Risk of School Failure**

- Communication with home/ counselors
- Use of organizers for assignments
- Allow students to retake assessments based on need
- Personalized instruction one-one-one based on student's learning style (outside of class)
- Use of digital reminders (Canvas calendar)
- Ask students to restate information, directions, and assignments
- Choice of medium for responses, assignments, and presentations
- Study guides for tests
- Modified pacing/ due dates

### **Gifted & Talented Students**

- Allow opportunities for student to assist other students
- Provide extension activities
- Develop a question, investigate, and propose a solution
- Connect learning to historical background to increase understanding of content
- Elevate writing requirements on open ended assignments/ assessments

**UNIT TITLE or GRADE: 12th – Suicide Prevention and Mental Health PACING: 10 days****Unit Skills & Understandings****Pre-Requisite Skills/Content**

- Completed 9<sup>th</sup> grade health requirements
- Be prepared to discuss the topic of teen suicide
- Knowledge of basic mental health issues

**New Skills/Content**

- How to help a troubled friend
- Recognizing warning signs of suicide
- Identifying mental health issues
- Learn new coping skills

**Essential Questions**

- What would you do if one of your friends was feeling hopeless or suicidal?
- What do you do if you are stressed or struggling emotionally?
- Why do people suffer from mental illnesses?

**Unit Goals**

- Identify warning signs of a suicidal friend.
- Have a better understanding of why some people suffer from mental illness.
- Learn more about specific mental illnesses.
- Take the necessary steps in helping a friend in need.
- Define stress and how the body reacts to it.
- Discover better ways to cope with life's stressors.

**Objectives**

- 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.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 audience (e.g., dimensions of health).
- 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.

Tasks/Activities/Strategies	Assessments/Performance Tasks
<p><i>The following are tasks, activities, or strategies that will be used during instruction of the unit.</i></p> <ul style="list-style-type: none"> <li>• Introduce Lifelines topic -discuss uneasy feelings</li> <li>• What Would You Do? – worksheet-discuss answers</li> <li>• T/F Questionnaire – worksheet-discuss true/false answers</li> <li>• Warning Signs – worksheet-read aloud (CRP 3)</li> <li>• A Teens Guide – worksheet-discuss after video</li> <li>• Helpful Steps – worksheet-share answers with partner and class 2.1.12.CHSS.1</li> <li>• One Life Saved – worksheet-discuss after video</li> <li>• Qualities of Helpful People – worksheet-discuss in groups</li> <li>• Role Plays – worksheet-class discussion (CRP 11)</li> <li>• Help Seeking Pledge – worksheet-list names of 3 trusted adults</li> <li>• Wallet Card – worksheet-fill out #s and put in wallet</li> <li>• Read Chapter 3 – Personal Stress Management</li> <li>• Do – Chapter 3 questions ( Modification available for ESL &amp; 504)</li> </ul>	<p><i>The following are assessments that will be used by the teacher to evaluate students' progress towards meeting the unit expectations and using student strategies.</i></p> <ul style="list-style-type: none"> <li>• Exit tickets</li> <li>• T/F Quiz – not graded</li> <li>• Warning Signs – worksheet-share answers for understanding</li> <li>• Class discussions</li> <li>• Q&amp;A</li> <li>• Chapter 3 Questions</li> <li>• Chapter 4 Questions</li> <li>• Mental Health Roles – group project and presentation</li> <li>• Final Exam</li> </ul>

<ul style="list-style-type: none"> <li>• Do – Student Stress survey in book-discuss (CRP 3) 2.1.12.EH.3</li> <li>• Progressive relaxation - exercise</li> <li>• Read Chapter 4 – Taking Care of Your Mind ( Modification available for ESL &amp; 504)</li> <li>• Do – Chapter 4 Questions</li> <li>• Mental Health Roles – Group project and presentation</li> <li>• Poster creation (modification for 504, ESL)</li> <li>• Discuss stigma and mental illness. (CRP 7)</li> </ul>	
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<b>RESOURCES</b>	
<ul style="list-style-type: none"> <li>• Maureen Underwood, L.C.S.W., John Kalafat, Ph.D. Lifelines: A Suicide Prevention Program. 2009. Hazeldon.</li> <li>• Lifelines DVD – warning signs scenarios</li> <li>• Lifelines DVD – “One Life Saved”</li> <li>• Guest speaker – Minding Your Mind</li> <li>• <a href="file:///C:/Users/jsantucci/OneDrive%20-%20Manasquan%20School%20District/Health%204/Mental%20Illness%20and%20Stress.pdf">file:///C:/Users/jsantucci/OneDrive%20-%20Manasquan%20School%20District/Health%204/Mental%20Illness%20and%20Stress.pdf</a></li> <li>• Talking About Mental Illness YouTube video - <a href="https://www.youtube.com/watch?v=cKeespQytpE">https://www.youtube.com/watch?v=cKeespQytpE</a></li> <li>• Mental Health Project - <a href="file:///C:/Users/jsantucci/OneDrive%20-%20Manasquan%20School%20District/Health%204/Mental Health Awareness Project%203%20ROLES.pdf">file:///C:/Users/jsantucci/OneDrive%20-%20Manasquan%20School%20District/Health%204/Mental Health Awareness Project%203%20ROLES.pdf</a></li> <li>• Madison Holleran: Life Instagrammed (suicide story) – <a href="http://www.espn.com/espn/feature/story/_/id/12833146/instagram-account-university-pennsylvania-runner-showed-only-part-story">http://www.espn.com/espn/feature/story/_/id/12833146/instagram-account-university-pennsylvania-runner-showed-only-part-story</a></li> <li>• Meditation Scripts - <a href="http://www.innerhealthstudio.com/meditation-scripts.html">http://www.innerhealthstudio.com/meditation-scripts.html</a></li> <li>• Coping with Stress worksheet - <a href="file:///C:/Users/jsantucci/OneDrive%20-%20Manasquan%20School%20District/Health%204/how%20do%20i%20cope%20with%20stress.pdf">file:///C:/Users/jsantucci/OneDrive%20-%20Manasquan%20School%20District/Health%204/how%20do%20i%20cope%20with%20stress.pdf</a></li> <li>• Textbook - Diane Hales. An Invitation to Health: Choosing to Change. 2011. Wadsworth Cengage Learning.</li> </ul>	

<b>Unit Skills &amp; Understandings</b>	
<p style="text-align: center;"><b><u>Pre-Requisite Skills/Content</u></b></p> <ul style="list-style-type: none"> <li>• Completed 9<sup>th</sup> Grade Health requirements</li> <li>• General understanding of drug information</li> </ul>	<p style="text-align: center;"><b><u>New Skills/Content</u></b></p> <ul style="list-style-type: none"> <li>• Consequences of addiction</li> <li>• Where to seek help</li> </ul>
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What are the methods to avoid drug abuse and how do I make the right decisions for my future?</li> <li>• How do drugs affect individuals mentally, physically, socially, emotionally?</li> <li>• How does drug use and abuse affect relationships?</li> </ul>	
<b>Unit Goals</b>	
<ul style="list-style-type: none"> <li>• Students will be able to not start, stop or reduce the use of alcohol and drugs.</li> <li>• Students will be able to provide accurate information about environmental, social, physiological, and emotional consequences of drug misuse and abuse.</li> <li>• Students will be able to identify resources to help with addiction.</li> </ul>	
<b>Objectives</b>	
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</li> <li>• 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).</li> <li>• 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.</li> <li>• 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional, and mental wellness.</li> <li>• 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).</li> <li>• 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.</li> <li>• 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.</li> <li>• 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.</li> <li>• 2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states, and the effects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).</li> </ul>	

- 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.
- 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).

Tasks/Activities/Strategies	Assessments/Performance Tasks
<p><i>The following are tasks, activities, or strategies that will be used during instruction of the unit.</i></p> <ul style="list-style-type: none"> <li>• Pre- and post-presentation questionnaire</li> <li>• #NotEvenOnce –5-day presentation</li> <li>• Drug use data – worksheet</li> <li>• Consequences of substance abuse – class discussion 2.3.12.DSDT.2</li> <li>• I-statement – class activity</li> <li>• The Overtaken – video</li> <li>• Drug Celebrity Advertisement presentation – (CRP 6,7)</li> <li>• Local Resources - assignment</li> </ul>	<p><i>The following are assessments that will be used by the teacher to evaluate students' progress towards meeting the unit expectations and using student strategies.</i></p> <ul style="list-style-type: none"> <li>• Canvas discussions/assignments</li> <li>• Exit tickets</li> <li>• Student question and answer</li> <li>• PowerPoint Presentation</li> <li>• Final Exam</li> </ul>

RESOURCES
<ul style="list-style-type: none"> <li>• #NotEvenOnce Speakers</li> <li>• New Hope Speakers</li> <li>• Overtaken Video</li> <li>• <a href="http://www.drugfreenj.org">www.drugfreenj.org</a></li> <li>• <a href="http://www.dea.gov">www.dea.gov</a></li> </ul>

**UNIT TITLE or GRADE: 12<sup>th</sup> Relationships and Dating Violence** **PACING: 10 days**

**Unit Skills & Understandings**

**Pre-Requisite Skills/Content**

- Types of relationships
- Healthy vs. unhealthy relationships
- Dating violence

**New Skills/Content**

- Cycle of abuse
- Definition of consent

**Essential Questions**

- What are qualities that could enhance or damage relationships?
- What are others' expectations and feelings about relationships, particularly dating relationships?
- How can you reduce your risk of dating violence?

**Unit Goals**

At the completion of the unit, students will be able to:

- Learn how to develop and maintain healthy relationships.
- Recognize the difference between healthy and unhealthy relationships.
- Identify the types of abuse that occur in relationships.
- Identify how and where to get help if they or a friend is in a troubled relationship.
- Explain consent and its importance.
- Understand the physical and emotional consequences of dating violence and acquaintance rape.

**Objectives**

- 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.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.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
- 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).
- 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
- 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
- 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).

- 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.
- 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.

Tasks/Activities/Strategies	Assessments/Performance Tasks
<p><i>The following are tasks, activities, or strategies that will be used during instruction of the unit.</i></p> <ul style="list-style-type: none"> <li>• Review different types of relationships</li> <li>• RelationSHIP activity – list qualities that will make relationship sink or swim</li> <li>• Review and discuss healthy vs. unhealthy relationships (CRP 1)</li> <li>• Activity - relationship statements (stand if healthy, sit if unhealthy)</li> <li>• Activity – Progression of a Dating (CRP 6, 7) Relationship (each student gets a step, puts themselves in order) follow-up questions (CRP6)</li> <li>• Class discussion on teen dating</li> <li>• Define sexual orientation and gender identity</li> <li>• Activity - Harassment in the Hallways (discuss statements about teen sexuality) (CRP 3)</li> <li>• Activity – Diversity Scenarios</li> <li>• Discuss types of abuse (verbal, physical, emotional, sexual, domestic) and give examples of each</li> <li>• View – power and control wheel</li> <li>• Review and discuss – Cycle of Abuse</li> <li>• Discuss celebrity relationships that are unhealthy or violent</li> </ul>	<p><i>The following are assessments that will be used by the teacher to evaluate students' progress towards meeting the unit expectations and using student strategies.</i></p> <ul style="list-style-type: none"> <li>• Exit tickets</li> <li>• Class discussion/review</li> <li>• Q&amp;A</li> <li>• Dating/Domestic Violence brochure assignment-share answers for understanding</li> <li>• Canvas submissions</li> <li>• Quiz – dating violence/rape</li> <li>• Final Exam</li> </ul>

<ul style="list-style-type: none"> <li>• Create brochure on Dating Violence citing warning signs, helpful resources, etc. (Tech. 8.1) 2.3.12.PS.5</li> <li>• Watch – ESPN video about acquaintance rape “Outside the Lines: Steubenville”</li> <li>• Student reaction on Canvas – share</li> <li>• List reasons to be digitally responsible</li> <li>• Discuss consequences of sexting 2.3.12.PS.10</li> <li>• Define consent</li> <li>• Define and discuss rape and sexual assault</li> <li>• View and discuss sexual assault laws in NJ</li> <li>• Watch – YouTube videos about consent</li> <li>• Discuss drugs and alcohol regarding sexual assault (CRP 6,11)</li> <li>• Discuss “Rape Culture”</li> <li>• Canvas student discussion about rape culture – submit response and 1 comment</li> <li>• Review how rape affects the victim 2.3.12.PS.7</li> </ul>	
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<b>RESOURCES</b>	
<ul style="list-style-type: none"> <li>• Microsoft Canvas</li> <li>• Youtube.com – ESPN – “Outside the Lines: Steubenville Ohio” <a href="https://www.youtube.com/watch?v=yyJazuNXyNE">https://www.youtube.com/watch?v=yyJazuNXyNE</a></li> <li>• Consent video - <a href="https://www.youtube.com/watch?v=laMtr-rUEmY&amp;list=PL0jImG76Q_P8vjF2omh9IqPiK1wy0MqaP&amp;index=8">https://www.youtube.com/watch?v=laMtr-rUEmY&amp;list=PL0jImG76Q_P8vjF2omh9IqPiK1wy0MqaP&amp;index=8</a></li> <li>• Additional lesson plans</li> <li>- <a href="http://campusculture.lib.uiowa.edu/category/lesson-plans/">http://campusculture.lib.uiowa.edu/category/lesson-plans/</a></li> <li>- <a href="https://teachingsexualhealth.ca/teachers/grade/calm-10-12/">https://teachingsexualhealth.ca/teachers/grade/calm-10-12/</a> <ul style="list-style-type: none"> <li>• Alcohol and Sexual Assault <a href="https://www.youtube.com/watch?v=yRagKV0T_dU">https://www.youtube.com/watch?v=yRagKV0T_dU</a></li> <li>• Guest speaker – Minding Your Mind</li> <li>• Guest Speaker – 180 Turning Lives Around</li> </ul> </li> </ul>	

**UNIT TITLE or GRADE: 12<sup>th</sup> – Teen Sexuality**

**PACING: 10 days**

**Unit Skills & Understandings**

**Pre-Requisite Skills/Content**

- Functions of male and female reproductive systems
- How to prevent and transmit STDs

**New Skills/Content**

- Making good decisions regarding sexual health
- Effectiveness rates of birth control methods
- Understanding signs and symptoms of STDs and how to treat
- LGBTQ+ terminology

**Essential Questions**

- How can I take care of my reproductive health?
- How can I prevent pregnancy and STDs?
- Why is there a high occurrence of STDs in sexually active teens?

**Unit Goals**

At the completion of the unit, students will be able to:

- Identify parts of the male and female reproductive systems and explain their functions.
- Distinguish various methods of birth control and STD prevention, including abstinence.
- Identify and discuss sexually transmitted infections (cause, symptoms, treatment, long-term effects, and prevention).
- Understand risky behaviors engaged in by sexually active teens that lead them to pregnancy and STDs.
- Become familiar with LGBTQ+ information

**Objectives**

- 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.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.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) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).

- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
- 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
- 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
- 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.
- 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
- 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
- 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).

Tasks/Activities/Strategies	Assessments/Performance Tasks
<p><i>The following are tasks, activities, or strategies that will be used during instruction of the unit.</i></p> <ul style="list-style-type: none"> <li>• Male or Female – activity (CRP 3)</li> <li>• Define and label - Female Reproductive system (chapter 10)</li> <li>• Review menstrual cycle – diagram on board</li> <li>• Define and label – Male reproductive system (chapter 10)</li> <li>• Discuss problems/disorders of female and male reproductive systems, including cancers and disorders</li> <li>• BSE/TSE – videos (CRP 3,10)</li> <li>• What are You Waiting For? – class activity on abstinence</li> <li>• Refusal skills activity</li> <li>• The Virginty Question – read and submit response on Canvas and discuss</li> <li>• Worksheet - Are Teens Too Young to Have Sex? (rank as individual and in groups) 2.1.12.SSH.7</li> <li>• Class discussion – sexual readiness and consequences (CRP6)</li> </ul>	<p><i>The following are assessments that will be used by the teacher to evaluate students' progress towards meeting the unit expectations and using student strategies.</i></p> <ul style="list-style-type: none"> <li>• Exit Tickets</li> <li>• Canvas submissions</li> <li>• Male/Female Reproductive Quiz</li> <li>• Condoms in Schools – opinion response</li> <li>• STD Case Studies worksheet</li> <li>• BC/STD Quiz</li> <li>• BC or STD brochure</li> <li>• Poster project</li> <li>• Final Exam</li> </ul>

- Birth Control worksheet – fill in category, usage, effectiveness, where to buy, etc.
- Birth Control - PowerPoint and class discussion
- Birth control worksheet
- Condoms in Schools article – submit paragraph response on Canvas.
- Class debate – condoms in school
- STD Handshake – class activity
- STI Stem sentences – on board
- STDs – PowerPoint and class discussion (CRP 3) 2.3.12.HCDM.1
- STDs worksheet – STD Case Studies (diagnose and answer questions)
- Review and discuss sexual identity vs. sexual orientation
- Define and discuss LGBTQ+ terms
- Think Before You Speak – video and poster project

## RESOURCES

- Textbook - Diane Hales. An Invitation to Health: Choosing to Change. 2011. Wadsworth Cengage Learning.
- Power Point slides – male and female reproductive health
- BSE video - <https://www.youtube.com/watch?v=cIOEgvgUxfk>
- TSE video - <https://www.youtube.com/watch?v=XLZGBzgMTKo>
- What are you Waiting For? (abstinence) - <http://answer.rutgers.edu/file/DG--Spring%202008-Waiting.pdf>
- Refusal skills activity - [http://www.sophi.tishe.org/file/refusal\\_lines\\_V2.pdf](http://www.sophi.tishe.org/file/refusal_lines_V2.pdf)
- The Virginitly Question - [http://answer.rutgers.edu/file/the\\_virginitly\\_question\\_DG.pdf](http://answer.rutgers.edu/file/the_virginitly_question_DG.pdf)
- Are Teens Too Young to Have Sex? - [http://answer.rutgers.edu/file/DG--Fall\\_2008\\_Too\\_Young.pdf](http://answer.rutgers.edu/file/DG--Fall_2008_Too_Young.pdf)
- Power Point – Birth Control Methods
- Should Condoms be Distributed in Schools – article <file:///C:/Users/jsantucci/OneDrive%20-%20Manasquan%20School%20District/Health%204/Should%20Condoms%20Be%20Distributed%20in%20Schools%20-%20Article.pdf>
- STD Handshake activity – <http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/1262?task=view>
- PowerPoint – STDs
- <https://www.plannedparenthood.org/>
- <http://answer.rutgers.edu/>
- <https://teachingsexualhealth.ca/teachers/grade/calm-10-12/>

- Guest Speaker – Solutions Health and Pregnancy Center
- [www.Glsen.org](http://www.Glsen.org)
- Sexual Orientation and Gender Roles lesson - [https://www.3rs.org/3rs-curric-search/?\\_sft\\_language=english&\\_sft\\_grade=twelfth-grade&\\_sft\\_topic=gender-identity-transgender,gender-gender-roles,sexual-orientation-lgbtq](https://www.3rs.org/3rs-curric-search/?_sft_language=english&_sft_grade=twelfth-grade&_sft_topic=gender-identity-transgender,gender-gender-roles,sexual-orientation-lgbtq)
- Think before You Speak Video - <https://www.youtube.com/watch?v=T31c0FkZFig&t=3s>

UNIT TITLE or GRADE: 12th Pregnancy and Parenting		PACING: 8 days
<b>Unit Skills &amp; Understandings</b>		
<p><b><u>Pre-Requisite Skills/Content</u></b></p> <ul style="list-style-type: none"> <li>• Basic knowledge of how pregnancy happens</li> </ul>	<p><b><u>New Skills/Content</u></b></p> <ul style="list-style-type: none"> <li>• Learn about fetal development</li> <li>• Learn how a woman’s body changes during pregnancy</li> <li>• Understand, in depth, options regarding pregnancy</li> </ul>	
<b>Essential Questions</b>		
<ul style="list-style-type: none"> <li>• How does pregnancy occur?</li> <li>• What is the birthing process?</li> <li>• How will ethics and personal values impact your parenting decisions?</li> </ul>		
<b>Unit Goals</b>		
<ul style="list-style-type: none"> <li>• Understand how pregnancy happens.</li> <li>• Understand why prenatal care is important.</li> <li>• Explain the stages of pregnancy and childbirth</li> <li>• Discuss obstacles teen parents face.</li> <li>• Identify responsibilities attached to raising a biological or adopted child.</li> </ul>		
<b>Objectives</b>		
<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> <li>• 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.</li> <li>• 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.</li> </ul>		

- 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).
- 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
- 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
- 2.1.12.PP.8: Assess the skills needed to be an effective parent.
- 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
- 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.CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.
- 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).

Tasks/Activities/Strategies	Assessments/Performance Tasks
<p><i>The following are tasks, activities, or strategies that will be used during instruction of the unit.</i></p> <ul style="list-style-type: none"> <li>• Pregnancy line-up – class activity</li> <li>• Discuss signs of pregnancy (CRP 6)</li> <li>• PowerPoint - Pregnancy and Childbirth (CRP 7,10,11) 2.1.12.PP.4</li> <li>• Class discussion – infertility issues/miscarriage</li> <li>• Discussion – twins</li> <li>• Discussion – pain management during pregnancy</li> <li>• Discussion – stages of childbirth</li> <li>• Childbirth videos</li> <li>• Pregnancy and Childbirth –terms and labeling</li> <li>• worksheet</li> <li>• Worksheet – pregnancy follow questions (submit to Canvas and share in small groups) (Modification available for ESL &amp; 504) Show video</li> </ul>	<p><i>The following are assessments that will be used by the teacher to evaluate students' progress towards meeting the unit expectations and using student strategies.</i></p> <ul style="list-style-type: none"> <li>• T/F – oral pretest</li> <li>• Class discussions</li> <li>• Q&amp;A</li> <li>• Teacher Observation</li> <li>• Exit Tickets</li> <li>• Pregnancy Quiz</li> <li>• Baby Budget assignment</li> <li>• Final Exam</li> </ul>

<ul style="list-style-type: none"> <li>• Class Activity – Pregnancy Options (agree, disagree about abortion, adoption, and parenting statements)</li> <li>• Class activity – Cheeseburger and Parenting 2.1.12.PP.1</li> <li>• Baby Budget – Activity (submit on Canvas)</li> <li>• Egg Baby Project (CRP10)</li> <li>• <b>What if...?</b></li> <li>• <a href="https://www.dropbox.com/sh/dge2a30qi05brxw/AADVzVnrWdC5mShfSp9gW6Ma/By%20the%20end%20of%20Grade%2012?dl=0&amp;preview=3Rs_NJ_Whatlf.pdf&amp;subfolder_nav_tracking=1">https://www.dropbox.com/sh/dge2a30qi05brxw/AADVzVnrWdC5mShfSp9gW6Ma/By%20the%20end%20of%20Grade%2012?dl=0&amp;preview=3Rs_NJ_Whatlf.pdf&amp;subfolder_nav_tracking=1</a> 2.1.12.PP.6</li> </ul>	
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RESOURCES
<ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> <li>• <a href="http://www.advocatesforyouth.com">www.advocatesforyouth.com</a></li> <li>• <a href="http://www.babycenter.org">www.babycenter.org</a></li> <li>• Cheeseburger and Parenting activity - <a href="file:///C:/Users/jsantucci/OneDrive%20-%20Manasquan%20School%20District/Peers/Leadership%20Curriculums/CALM-Pregnancy-and-Parenting-Lesson-1-2015.pdf">file:///C:/Users/jsantucci/OneDrive%20-%20Manasquan%20School%20District/Peers/Leadership%20Curriculums/CALM-Pregnancy-and-Parenting-Lesson-1-2015.pdf</a></li> <li>• Life in the Fast Lane (Baby Budget) Activity - <a href="file:///C:/Users/jsantucci/OneDrive%20-%20Manasquan%20School%20District/Health%204/Life%20in%20the%20Fast%20Lane--Activities--Baby%20Budget%20jill.pdf">file:///C:/Users/jsantucci/OneDrive%20-%20Manasquan%20School%20District/Health%204/Life%20in%20the%20Fast%20Lane--Activities--Baby%20Budget%20jill.pdf</a></li> </ul>