

<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: Freshman Health	
Grade Level: 9 <sup>th</sup>	
<b>Unit Title</b>	<b>Pacing Guide in Days</b>
Lifelines and Mental Health	10 days
Drugs and Alcohol	10 days
Relationships and Dating Violence	10 days
Teen Sexuality	15 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 Canvass 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: 9<sup>th</sup> Lifelines and Mental Health**

**PACING: 10 days**

**Unit Skills & Understandings**

**Pre-Requisite Skills/Content**

- Completed 8<sup>th</sup> grade health requirements
- Be prepared to discuss the topic of teen suicide
- Knowledge of basic mental health issues

**New Skills/Content**

- The decisions one makes can influence an individual's growth and development in all dimensions of wellness.
- There are actions that individuals can take to help prevent diseases and stay healthy.
- Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.
- Healthy individuals demonstrate the ability to identify who, when where and/or how to seek help for oneself or others.
- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

**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**

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

- 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.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social, and emotional stages of early adulthood.
- 2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.
- 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
- 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
- 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).

<b>Tasks/Activities/Strategies</b>	<b>Assessments/Performance Tasks</b>
<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</li> <li>• One Life Saved – worksheet-discuss after video</li> <li>• Qualities of Helpful People – worksheet-discuss in groups (CRP8)</li> <li>• Role Plays – worksheet 2.1.12.EH.4-class discussion (CRP4)</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> </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 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>• Read Chapter 3 – Personal Stress Management 2.1.12.PGD.1</li> <li>• Do – Chapter 3 questions</li> <li>• Do – Student Stress survey in book-discuss (CRP 3)</li> <li>• Progressive relaxation - exercise</li> <li>• Read Chapter 4 – Taking Care of Your Mind</li> <li>• Do – Chapter 4 Questions</li> <li>• Mental Health Roles – Group project and presentation</li> <li>• Poster creation</li> <li>• Discuss stigma and mental illness. (CRP 3,7)</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>☐ 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> <a href="https://www.2ndfloor.org/">https://www.2ndfloor.org/</a></li> <li>• Samaritan Center – guest speaker</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> </ul>	

<b>UNIT TITLE or GRADE: 9<sup>th</sup> - Drugs and Alcohol</b>		<b>PACING: 10 days</b>
<b>Unit Skills &amp; Understandings</b>		
<b><u>Pre-Requisite Skills/Content</u></b>	<b><u>New Skills/Content</u></b>	
<ul style="list-style-type: none"> <li>• Completed 8<sup>th</sup> Grade Health requirements</li> <li>• General understanding of drug information</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Alcohol and drug dependency can impact the social, emotional, and</li> </ul>	

financial well-being of individuals, families, and communities.

- Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.
- Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.

### Essential Questions

- What are the methods to avoid drug abuse and how do I make the right decisions for my future?
- How do drugs affect individuals mentally, physically, socially, emotionally?
- How does drug use and abuse affect relationships?

### Unit Goals

At the completion of this unit, students will:

- not start, stop, or reduce the use of alcohol and drugs.
- provide accurate information about environmental, social, physiological, and emotional consequences of drug misuse and abuse.
- demonstrate behavioral and cognitive skills.
- make a personal commitment about whether or not to participate in using drugs.

### 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.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social, and emotional stages of early adulthood.
- 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.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body
- 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional, and mental wellness.
- 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).
- 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
- 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.
- 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.
- 2.3.12.DSDT.3: Examine the drug laws, and 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).

- 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>• Listening paragraph – class activity</li> <li>• Effective communication skills – worksheet 2.3.12.PS.1 (CRP4)</li> <li>• Character list 1&amp;2 – worksheet (CRP 3)</li> <li>• Drug use data – worksheet</li> <li>• Myths and denial - power point slides (CRP11, 10)</li> <li>• family roles - scenario</li> <li>• talk show with character sheets and audience questions</li> <li>• quality of life – questionnaire</li> <li>• stress management - discussion</li> <li>• tobacco basketball – team activity</li> <li>• behavior checklist – worksheet CRP9</li> <li>• I-statement – class activity 2.3.12.DSDT</li> <li>• marijuana panel –talk show activity</li> <li>• positive and negative thought loops - activity</li> <li>• perspectives activity, decision making – scenario Modifications – Show video, oral quiz, extra videos on canvas to explain concepts</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>• Class discussion</li> <li>• Canvas assignments</li> <li>• Student question and answer</li> <li>• TND Review Game 2.3.12.DSDT.5</li> <li>• Exit tickets</li> </ul>

## RESOURCES

- Project TND – Towards No Drug Abuse textbook
- TND Teacher Textbook
- TND student workbook (12 sessions)
- Alcohol Talk Show
- Marijuana Talk Show
- Discussion Scenarios
- Overtaken Video

**UNIT TITLE or GRADE: 9<sup>th</sup> – Relationships and Dating Violence**      **PACING: 10 days**

### Unit Skills & Understandings

#### Pre-Requisite Skills/Content

- Types of relationships
- Positive and negative qualities of people/relationships

#### New Skills/Content

- Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
- Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.
- There are many factors that influence how we feel about ourselves and the decisions that we make.
- Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.

### Essential Questions

- Why are communication skills important in relationships?
- How do I develop and maintain healthy relationships with friends and family?
- How do we know when a relationship is not worth saving?
- What are the consequences of dating violence?

### Unit Goals

At the completion of the unit, students will:

- learn effective communication skills.
- describe many different types of relationships.
- recognize the difference between healthy and unhealthy relationships.
- identify how and where to get help if they or a friend is in a troubled relationship.

- 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.
- 2.3.12.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.

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 and discuss effective communication (CRP4)</li> <li>• Communication exercise – in groups</li> <li>• Review and discuss healthy vs. unhealthy relationships 2.1.12.SSH.4</li> <li>• Read Chapter 3 in textbook – “Healthy and Safe Relationships”</li> <li>• Do – Chapter 3 questions 1-15</li> <li>• Kahoot game</li> <li>• Discuss celebrity relationships that are unhealthy or violent 2.3.12.PS.6 (CRP6,7)</li> <li>• Teens Speak Out – Beyond the Classroom activity – in textbook (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>• Class discussions</li> <li>• Q&amp;A</li> <li>• Unit 3 Quiz</li> <li>• Dating Violence brochure assignment-share answers for understanding</li> <li>• Canvas submission</li> <li>• Final Exam</li> </ul>

<ul style="list-style-type: none"> <li>• Create brochure on Dating Violence citing warning signs, helpful resources, etc. (CRP11), 8.1.12.C.1</li> <li>• Watch – ESPN video about acquaintance rape “Outside the Lines: Steubenville”</li> <li>• Student reaction on Canvas (CRP8)</li> </ul> <p><b>Sex Trafficking</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.dropbox.com/sh/dge2a30qi05brxw/AADd2Yr2Jze-IAtCC8JdCc6La/By%20the%20end%20of%20Grade%2012/NEW?dl=0&amp;preview=NJ_3Rs_SexTrafficking.pdf&amp;subfolder_nav_tracking=1">https://www.dropbox.com/sh/dge2a30qi05brxw/AADd2Yr2Jze-IAtCC8JdCc6La/By%20the%20end%20of%20Grade%2012/NEW?dl=0&amp;preview=NJ_3Rs_SexTrafficking.pdf&amp;subfolder_nav_tracking=1</a></li> </ul>	
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<b>RESOURCES</b>
<ul style="list-style-type: none"> <li>• Glencoe Health Student Textbook, 2011</li> <li>• Kahoot.com</li> <li>• Microsoft Canvas</li> <li>• Microsoft Publisher</li> <li>• Youtube.com – ESPN – “Outside the Lines: Steubenville Ohio”</li> <li>• Guest speaker – Minding Your Mind</li> </ul>

<b>UNIT TITLE or GRADE: 9<sup>th</sup> – Teen Sexuality</b>	<b>PACING: 15 days</b>
<b>Unit Skills &amp; Understandings</b>	

<ul style="list-style-type: none"><li>• <b><u>Pre-Requisite Skills/Content</u></b></li><li>• Basic male and female reproductive anatomy</li></ul>	<ul style="list-style-type: none"><li>• <b><u>New Skills/Content</u></b></li><li>• How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.</li><li>• Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.</li><li>• There are many factors that influence how we feel about ourselves and the decisions that we make.</li><li>• There are many factors that influence how we feel about ourselves and the decisions that we make.</li><li>• Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.</li></ul>
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- Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.
- Public health policies are created to influence health promotion and disease prevention and can have global impact.

### Essential Questions

- How do you know when the time is right to become sexually active?
- How can I prevent pregnancy and STDs?
- Why is there a high occurrence of STDs in sexually active teens?
- Why is it important to respect all genders, identities, and orientations?

### 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 function.
- Distinguish various methods of birth control and STD prevention, including abstinence.
- List consequences for waiting to have sex.
- Identify and discuss sexually transmitted infections (cause, symptoms, treatment, long-term effects, and prevention).
- Determine risky behaviors engaged in by sexually active teens that lead them to pregnancy and STDs.
- Identify and gain respect towards all genders, identities, and orientations.

### Objectives

- 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
- 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.
- 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
- 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms, and culture on the expression of gender, sexual orientation, and identity.
- 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
- 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
- 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).
- 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.

- 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.
- 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
- 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.
- 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).
- 2.1.12.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.

<b>Tasks/Activities/Strategies</b>	<b>Assessments/Performance Tasks</b>
<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>• Define and label - Female Reproductive system (chapter 16)</li> <li>• Define and label – Male reproductive system (chapter 16)</li> <li>• Discuss problems with female and male reproductive systems (CRP3)</li> <li>• Discuss sex and the history of sex</li> <li>• Outline Chapter 15</li> <li>• What are You Waiting For? – class activity on abstinence (CRP8)</li> <li>• Refusal skills activity 2.1.12.SSH.5</li> <li>• Birth Control – PowerPoint and class discussion (CRP 10, 11), 8.1.12.C.1)</li> <li>• Birth control worksheet 2.1.12.SSH.7</li> <li>• Contraception/values statements – class activity (CRP1)</li> <li>• Stem sentences on board – partner activity</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</li> <li>• Quiz – M/F Reproductive systems</li> <li>• Promoting Contraception – Brochure to check for understanding</li> <li>• BC/STI Quiz</li> <li>• Kahoot</li> <li>• Exit tickets</li> <li>• Group projects</li> <li>• Final Exam</li> </ul>

<ul style="list-style-type: none"> <li>• STDs – PowerPoint and class discussion (CRP11), (modification less slides and no presentation)</li> <li>• STDs worksheet</li> </ul> <p><b>Making the Unconscious Conscious: Impacts of Stigma and Bias on Healthcare</b></p> <p><a href="https://www.dropbox.com/sh/dge2a30qi05brxw/AADVzVnrWdC5mShfSp9qW6Ma/By%20the%20end%20of%20Grade%2012?dl=0&amp;preview=3Rs_NJ_MakingTheUnconsciousConscious.pdf&amp;subfolder_nav_tracking=1">https://www.dropbox.com/sh/dge2a30qi05brxw/AADVzVnrWdC5mShfSp9qW6Ma/By%20the%20end%20of%20Grade%2012?dl=0&amp;preview=3Rs_NJ_MakingTheUnconsciousConscious.pdf&amp;subfolder_nav_tracking=1</a></p> <p>2.1.12.SSH.3</p> <ul style="list-style-type: none"> <li>• Gender Roles, School Climate, LGBTQ + definitions and discussion</li> </ul> <p><b>Our Space, Safe Space</b></p> <p><a href="https://www.dropbox.com/sh/dge2a30qi05brxw/AADVzVnrWdC5mShfSp9qW6Ma/By%20the%20end%20of%20Grade%2012?dl=0&amp;preview=3Rs_NJ_OurSpaceSafeSpace.pdf&amp;subfolder_nav_tracking=1">https://www.dropbox.com/sh/dge2a30qi05brxw/AADVzVnrWdC5mShfSp9qW6Ma/By%20the%20end%20of%20Grade%2012?dl=0&amp;preview=3Rs_NJ_OurSpaceSafeSpace.pdf&amp;subfolder_nav_tracking=1</a></p> <p>2.1.12.SSH.2</p> <ul style="list-style-type: none"> <li>• No Name Calling Week – student activity 2.1.12.SSH</li> </ul>	
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RESOURCES
<ul style="list-style-type: none"> <li><input type="checkbox"/> Glencoe Health Student Textbook, 2011</li> <li><input type="checkbox"/> M/F labeling worksheets</li> <li><input type="checkbox"/> <a href="https://teachingsexualhealth.ca/teachers/grade/calm-10-12/">https://teachingsexualhealth.ca/teachers/grade/calm-10-12/</a></li> <li>• Video – “The History of Sex”</li> <li><input type="checkbox"/> <a href="https://www.plannedparenthood.org/learn/for-educators">https://www.plannedparenthood.org/learn/for-educators</a></li> <li>• Birth control – PowerPoint</li> <li>• STDs – PowerPoint</li> <li><input type="checkbox"/> <a href="http://www.etr.org/flash/about-flash/sample-lessons/high-school-lesson-9-sample/">http://www.etr.org/flash/about-flash/sample-lessons/high-school-lesson-9-sample/</a></li> <li><input type="checkbox"/> Guest Speaker - Solutions Health and Pregnancy Center</li> <li>• “She’s Too Young” – lifetime movie</li> <li><input type="checkbox"/> <a href="https://www.glsen.org/">https://www.glsen.org/</a></li> </ul>