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Created by:	PE PLC
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Revised by:	PE PLC

Toms River Regional Schools High School Physical Education/Health Curriculum	
Content Area: Physical Education	
Course Title: Health	Grade Level: Grade 9
Sexuality	9 Days
Family Planning and Abstinence	9 Days
Decision Making	9 Days
Dating	9 Days
Character Education	9 Days



**Toms River Regional Schools
Unit Overview**

Content Area: Health

Unit I Title: Sexuality

Duration 9 Days

Target Course/Grade Level: Health/9

Unit Summary:

This unit is designed to challenge students to make connections between family and personal values in relation to sexuality. Students will examine sex roles and how they differ from culture to culture and change over time.

New Jersey Learning Standards

Supporting and Additional Standards

CPI #	Cumulative Progress Indicator (CPI)
2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
Focus Standards	
2.4.12.B.1	Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.
2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data.
2.4.12.B.4	Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.
2.4.12.C.2	Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden death syndrome, low birth weight, premature birth and other disabilities.

Primary Interdisciplinary Connections

Primary Interdisciplinary Connections:

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

[Language Arts Standards](#)

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

[Science Standards](#)

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

[Social Studies Standards](#)

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines.

[Mathematics Standards](#)

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

[Visual and Performing Art Standards](#)

1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.
1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to Career Ready Practices which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

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

9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.

9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

Technology Standards:

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.2 Navigate the basic functions of a browser.

8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and 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.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What is sexuality? ● What influences my view of sexuality? ● What are my values regarding my sexuality? ● How do my values affect my sexuality? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Learning about sexuality and identifying personal goals and values is critical to healthy decision making
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Relevant vocabulary as it relates to sexuality, sex roles, stereotypes, values, morals and goals ● The influence family and society have in the development of sex roles, values, morals and goals 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Examine multiple points of view in relation to sex roles and sexuality ● Express their personal values regarding sexuality issues ● Examine relationships between family and personal views on sexuality ● Define and clarify values, morals and goals

**Toms River Regional Schools
Evidence of Learning**

Formative Assessments

- Observation
- Homework
- Class participation
- Notebook
- Discussions

Summative Assessments

- Projects (incorporating technology), test, notebook, quizzes

Benchmark

- Quarterly
- Fitness Testing

Alternative

- Adapted Version of Written Assessment
- Oral Testing

Modifications

Special Ed

- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

504

- Provide benchmarks for long term projects
- Communicate with parents if work isn't completed
- Weekly report
- Guidance will meet the first week of school
- Student may recheck test before submitting for grading
- Repeat and clarify directions as needed
- Extended time on class tests, as deemed necessary by the teacher
- Bathroom passes, as needed
- Preferential seating
- Check for understanding of directions
- Encourage student to use agenda book to record homework assignments
- Access to the nurse, as needed
- Provide cues to redirect attention
- Support organizational strategies and skill development
- Cooperative learning
- Modified assignments
- Differentiated instruction

ELL

- ELD standards 1-5 and complementary strands addressing the need to interact with and support understanding of grade-level words and expressions, native language texts and native language to English dictionary
- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

At-risk

- MTSS – Parent phone calls, constant contact with Administration, CST, Guidance
- Provide incentives on a daily/weekly basis for positive participation/behavior

Gifted & Talented

- Differential instruction
- Individual fitness goals

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- *Health and Wellness - A Teen's Guide to Sexuality*
- Videos: *Born a Boy/Brought Up a Girl (TLC)*, *Boy Code (20/20)*, *Delayed Puberty (Dateline)*, *Men, Women & Sex Differences*, *Sex Unknown*, *Teens-Teen Brains are Different (20/20)*
- Gender debate article

**Toms River Regional Schools
Unit Overview**

Content Area: Health

Unit 2 Title: Family Planning and Abstinence

Duration 9 Days

Target Course/Grade Level: Health/9

Unit Summary:

Students will further their understanding of the reproductive system, contraception and sexually transmitted diseases. Students will be drawn to the conclusion that abstinence is the best decision to make at this point in their lives.

New Jersey Learning Standards

Supporting Additional Standards

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.C.1	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.
2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
Focus Standards	
2.3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.
2.3.12.B.4	Correlate the use of alcohol and other drugs with the incidences of date rape, sexual assault, STI's, and unintended pregnancy.
2.3.12.C.3	Predict the societal impact of substance abuse on the individual, family and community.
2.3.12.B.5	Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.
2.4.12.B.1	Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.
2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data.
2.4.12.B.3	Analyze factors that influence the choice, use, and effectiveness of contraception, including risk reduction and risk-elimination strategies.
2.4.12.B.5	Relate preventative healthcare strategies of male/female reproductive systems to the prevention and of disease.
2.4.12.C.3	Evaluate the methods and resources available to confirm pregnancy.
2.4.12.C.6	Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion and parenting.
2.4.12.C.7	Analyze factors that affect the decision to become a parent.
Primary Interdisciplinary Connections	

Primary Interdisciplinary Connections:

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1.1.2.A.4 Use improvisation to discover new movement to fulfill the intent of the choreography.

1.1.2.A.5 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

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[21st Century Themes](#) including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

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- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

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9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.

9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

[Technology Standards:](#)

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.6 Navigate the basic functions of a browser.

8.1.P.A.7 Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.8 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.P.A.9 Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and 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.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does the human reproductive system function? ● How does abstinence ensure a healthy lifestyle? ● How do contraceptive methods work in reducing pregnancy and disease? ● How do sexually transmitted diseases spread and what is their impact on reproductive health? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● There are many short and long-term health benefits and risks associated with choosing when to become sexually active
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Male and female reproductive systems ● Differences between viral and bacterial STD's, their cause and prevention ● Reasons for practicing abstinence ● Different methods of contraception along with advantages and disadvantages 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify the parts of the male and female reproductive system ● Explain, compare and contrast the parts of the reproductive system in terms of function ● Differentiate between viral and bacterial S.T.D. ● Compare and contrast birth control methods ● Defend the decision of abstinence

**Toms River Regional Schools
Evidence of Learning**

Formative Assessments

- Observation
- Homework
- Class participation
- Notebook
- Discussions

Summative Assessments

- Projects (incorporating technology), test, notebook, quizzes

Benchmark

- Quarterly
- Fitness Testing

Alternative

- Adapted Version of Written Assessment
- Oral Testing

Modifications

Special Ed

- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

504

- Provide benchmarks for long term projects
- Communicate with parents if work isn't completed
- Weekly report
- Guidance will meet the first week of school
- Student may recheck test before submitting for grading
- Repeat and clarify directions as needed
- Extended time on class tests, as deemed necessary by the teacher
- Bathroom passes, as needed
- Preferential seating
- Check for understanding of directions
- Encourage student to use agenda book to record homework assignments
- Access to the nurse, as needed
- Provide cues to redirect attention
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- Differentiated instruction

ELL

- ELD standards 1-5 and complementary strands addressing the need to interact with and support understanding of grade-level words and expressions, native language texts and native language to English dictionary
- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

At-risk

- MTSS – Parent phone calls, constant contact with Administration, CST, Guidance
- Provide incentives on a daily/weekly basis for positive participation/behavior

Gifted & Talented

- Differential instruction
- Individual fitness goals

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- *Health and Wellness - A Teen's Guide to Sexuality*
- Videos: *From Conception to Birth (Discovery Channel)*, *Girl Positive (Lifetime)*, *Lost Children of Rockdale County (Frontline)*, *She's Too Young (Lifetime)*, *Taking Care of Business: Contraceptive Basics for Teens*, *The Truth About Sex*
- Birth control kit (hands on)
- Overhead/transparencies
- Handouts/worksheets
- Guest speakers
- YouTube clips

**Toms River Regional Schools
Unit Overview**

Content Area: Health

Unit 3 Title: Decision Making

Duration 9 Days

Target Course/Grade Level: Health/9

Unit Summary:

This unit will instruct students on how to make healthy decisions using the five step approach, along with learning how to use effective refusal skills.

New Jersey Learning Standards

Supporting and Additional Standards

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community and global wellness.
2.1.12.E.1	Predict the short-and long-term consequences of unresolved conflicts.
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
2.2.12.B.1	Predict the short-and long-term consequences of good and poor decision-making on oneself, friends, family and others.

Focus Standards

2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation.
2.3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.
2.3.12.B.4	Correlate the use of alcohol and other drugs with the incidences of date rape, sexual assault, STI's, and unintended pregnancy.
2.3.12.C.3	Predict the societal impact of substance abuse on the individual, family, and community.
2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
2.4.12.B.1	Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.
2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data.

Primary Interdisciplinary Connections

Primary Interdisciplinary Connections:

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps,databases, Google Docs, and teacher/team websites.

[Language Arts Standards](#)

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

[Science Standards](#)

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

[Social Studies Standards](#)

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines.

[Mathematics Standards](#)

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

[Visual and Performing Art Standards](#)

1.1.2.A.5 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.6 Use improvisation to discover new movement to fulfill the intent of the choreography.

1.1.8.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:

[21st Century Themes](#) including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to [Career Ready Practices](#) which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
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9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.

9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

Technology Standards:

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.10 Navigate the basic functions of a browser.

8.1.P.A.11 Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.12 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.P.A.13 Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and 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.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What are the essential steps in making a good decision? ● What are the essential components of an effective refusal? ● How does good decision making impact behavior? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● There are many short and long term health benefits and risks associated with effective decision making
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● The five steps in the decision making process ● Different approaches involved in decision making ● Decision evaluation ● Parts of a strong refusal ● Effective and ineffective refusals 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify and name the five steps of the decision making process ● Create a decision making web ● Evaluate decisions based upon provided criteria ● Compare and contrast refusals in terms of effectiveness ● Identify and apply the parts of a strong refusal

Toms River Regional Schools
Evidence of Learning

Formative Assessments

- Observation
- Homework/classwork
- Class participation
- Notebook
- Discussions
- Role plays

Summative Assessments

- Projects (incorporating technology), notebooks, tests, quizzes, role play (refusal skills)

Benchmark

- Quarterly
- Fitness Testing

Alternative

- Adapted Version of Written Assessment
- Oral Testing

Modifications

Special Ed

- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

504

- Provide benchmarks for long term projects
- Communicate with parents if work isn't completed
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At-risk

- MTSS – Parent phone calls, constant contact with Administration, CST, Guidance
- Provide incentives on a daily/weekly basis for positive participation/behavior

Gifted & Talented

- Differential instruction
- Individual fitness goals

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Overheads/transparencies
- Handouts/worksheets
- Guest Speaker
- Videos: *The 411: Teens and Sex*, *Mom at Sixteen (Lifetime)*, *Sex, Lies and the Truth*, *Teens, Dating and Abstinence (EVN)*, *The Pregnancy Pact*, *Too Young to be a Dad (Lifetime)*

**Toms River Regional Schools
Unit Overview**

Content Area: Health

Unit 4 Title: Dating

Duration 9 Days

Target Course/Grade Level: Health/9

Unit Summary:

Students will be familiarized with purposes, traditions, and influences on dating practices. They will understand the differences between healthy and unhealthy relationships. Students will understand the legal ramifications of abusive relationships, date rape, and sexual harassment.

New Jersey Learning Standards

Focus Standards

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.D.2	Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.
2.3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.
2.3.12.B.4	Correlate the use of alcohol and other drugs with the incidences of date rape, sexual assault, STI's, and unintended pregnancy.
2.3.12.C.3	Analyze the societal impact of substance abuse on the individual, family, and community.
2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
2.4.12.A.5	Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).

Supporting Additional Standards

2.4.12.A.6	Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.
2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data.

Primary Interdisciplinary Connections

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1.1.2.A.7 Identify the elements of dance in planned and improvised dance sequences.

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9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.

9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

Technology Standards:

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.14 Navigate the basic functions of a browser.

8.1.P.A.15 Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.16 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.P.A.17 Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and 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.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What is a healthy relationship? ● What are the pressures and influences on dating behaviors in our society? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Developing effective interpersonal skills (communication, decision making) and recognizing societal pressures are essential in forming a healthy dating relationship
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to recognize and participate in a healthy relationship by its characteristics and through communication skills ● Dating pressures and influences ● The signs of an abusive interpersonal relationship ● Sex and the law 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Define applicable vocabulary ● Compare and contrast healthy and unhealthy relationships ● Evaluate relationships based upon the characteristics of one that is healthy ● Recognize abusive situations ● Examine influences on dating practices ● Understand legal issues with regards to sex ● Explain and apply components of effective communication

Toms River Regional Schools
Evidence of Learning

Formative Assessments

- Observation
- Homework
- Class participation
- Notebook
- Discussions
- Role plays

Summative Assessments

- Projects (incorporating technology), test, notebook, quizzes, role plays

Benchmark

- Quarterly
- Fitness Testing

Alternative

- Adapted Version of Written Assessment
- Oral Testing

Modifications

Special Ed

- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

504

- Provide benchmarks for long term projects
- Communicate with parents if work isn't completed
- Weekly report
- Guidance will meet the first week of school
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ELL

- ELD standards 1-5 and complementary strands addressing the need to interact with and support understanding of grade-level words and expressions, native language texts and native language to English dictionary
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At-risk

- MTSS – Parent phone calls, constant contact with Administration, CST, Guidance
- Provide incentives on a daily/weekly basis for positive participation/behavior

Gifted & Talented

- Differential instruction
- Individual fitness goals

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Videos: *Acquaintance Rape (MSNBC)*, *Dating Abuse and Teens (Oprah)*, *Dating Violence (Oprah)*, *Enough*, *Love Hurts*, *Speak*, *Twisted Love: In the Mix*
- Overheads/transparencies
- Handouts/worksheets
- Guest Speakers

**Toms River Regional Schools
Unit Overview**

Content Area: Health

Unit 5 Title: S.O.S.: Signs of Suicide and Depression

Duration 9 Days

Target Course/Grade Level: Health/9

Unit Summary:

Students will be familiarized with the signs of depression and suicide. Techniques for assisting at-risk teens will be modeled and evaluated. Students will be able to identify resources for help for depression.

New Jersey Learning Standards

Supporting and Additional Standards

2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community and global wellness.
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Focus Standards

2.1.12.C.1	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.
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2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
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2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.
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2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
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Primary Interdisciplinary Connections

Primary Interdisciplinary Connections:

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps,databases, Google Docs, and teacher/team websites.

[Language Arts Standards](#)

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

[Science Standards](#)

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

[Social Studies Standards](#)

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines.

[Mathematics Standards](#)

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

[Visual and Performing Art Standards](#)

1.1.2.A.9 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.10 Use improvisation to discover new movement to fulfill the intent of the choreography.

1.1.8.A.6 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to Career Ready Practices which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

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8.1.12.C.1 - Develop and 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.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What are the warning signs of teen depression and suicide? ● How can we assist teens who exhibit the warning signs of depression and suicide? ● What are the resources available to assist teens who are depressed or suicidal? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Understanding the relationship between depression and suicide is essential in preventing suicide ● Reliable personal and professional resources are available to assist in the treatment of depression
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Stressors in teen life ● Coping skills for good mental health ● Depression and suicide myths and warning signs ● A.C.T. technique ● Resources for assistance 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify and classify stressors and necessary coping strategies ● Identify support people ● Recognize and identify signs of depression and suicide ● Analyze and assess effective use of A.C.T. technique

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Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Video: *S.O.S.: Signs of Suicide, Sexting in the Suburbs (Lifetime)*