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Created by:	Department PLC
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Revised by:	Department PLC

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Toms River Regional Schools Physical Education Curriculum	
Content Area: Health & Physical Education	
Course Title: Health	Grade Level: 11th Grade
Chronic and Life Threatening Diseases: Health Assessment	9 days
Emergency First Aid or Organ Donation	9 Days
Wellness Profile : Family Health History	9 Days
Relationships	9 Days
Pregnancy/ Birth/ Parenting	9 Days

**Toms River Regional Schools
Unit Overview**

Content Area: Health

Unit 1 Title: Chronic and Life Threatening Diseases: Health Assessment

Duration 9 Days

Target Course/Grade Level: Health/12

Unit Summary:

Knowing where to access health care, the services that are available and being in tune with responsible early detection practices will enhance the student's confidence for personal wellness. Students will familiarize and understand the significance of reliable health related information.

Primary Interdisciplinary Connections: Science, Social Studies, Math, Language Arts

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.

Career Ready Practices including: Critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication

New Jersey Learning Standards

Focus 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.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
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.
2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community and state.
2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.
2.2.12.B.1	Predict the short-and long-term consequences of good and poor decision-making on oneself, friends, family and others.
2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation.
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.

Supporting Additional Standards

2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.
2.3.12.A.2	Summarize the criteria for evaluating the effectiveness of a medicine.
2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries.
2.4.12.B.5	Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease.

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"> ● How does a student’s awareness of debilitating or potentially debilitating diseases contribute to personal wellness? ● How does the understanding of the value of early self-diagnosis benefit the student in the identification of health problems? ● Where do I go to access and choose health care in our community when I encounter life-altering illness? ● How do I research and assess health resources when I encounter a chronic illness? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Personal wellness is dependent on knowledge of chronic and life threatening diseases ● To maintain your health it is important to be a responsible informed health consumer
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Heart Disease <ul style="list-style-type: none"> ● Different types ● Prevention ● Treatment ● Blood Pressure ● HDL and LDL Cholesterol ● Genetic Diseases <ul style="list-style-type: none"> ● Types ● Symptoms ● Treatment ● Health Care <ul style="list-style-type: none"> ● Accessibility ● Consumer Choices ● Choosing Health Services ● Public Health Services 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Define heart disease ● Understand the different types of heart disease ● Know how to prevent and treat heart disease ● Understand the difference between systolic and diastolic pressures ● Determine how blood pressure is measured ● Define cholesterol and which are good or bad for the body ● Understand the symptoms, causes, treatments and prevention of common genetic diseases ● Be a health literate consumer ● Create a disease pamphlet (or other) and present it to the class

**Toms River Regional Schools
Evidence of Learning**

Formative

- Strategic Questioning Strategies
- Observation
- Hand Signals
- Student Conference
- Inside-Outside Circle
- One Word Summary
- Likert Scale
- Socratic Seminar
- Gallery Walk
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit/Admin Tickets
- Classroom Games
- Self-assessment
- Class discussions
- Peer modeling

Summative

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects
- Problem Based Projects/Tasks

Benchmark

- State Standardized Assessments
- Quarterly Benchmark Assessment

Alternative

- Portfolio Project
- Modified assignments

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

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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- 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:

- Glencoe Health: Ninth Edition
- <http://www.mayoclinic.org>
- Video: “Heart Disease: A Hidden Epidemic”

**Toms River Regional Schools
Unit Overview**

Content Area: Health

**Unit 2 Title: Emergency First Aid and Organ Donation
Duration 9 Days**

Target Course/Grade Level: Health/12

Unit Summary:

Properly administered first aid can prevent or reduce the effects of an injury. Often, it can mean the differences between life and death. Organ donation is a way to save a life.

Primary Interdisciplinary Connections: English, Math, Science

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.

Career Ready Practices including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication

New Jersey Learning Standards

Focus 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.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries and responding to medical emergencies.

Supporting Additional Standards

2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on state, national, or global health issue, including, but not limited to, organ/tissue donation.
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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](#)

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solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

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

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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.

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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.

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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 are the procedures to follow when responding to an emergency? ● What are the appropriate steps for responding to life threatening emergencies? ● What should be considered when asked if you would consider being an organ donor? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Immediate temporary treatment to an injured person can reduce the number of people who sustain further injury or die in the absence of early response ● Organ and tissue transplants save lives of thousands of people each year and enhance the lives of many others
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Strategies for responding to medical emergencies ● The steps for responding to life threatening emergencies (CPR, AED) ● Strategies for responding to common emergencies: bone and joint injuries, heat and cold injuries and head trauma ● Factors to consider when contemplating organ donation 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify the steps for responding to life threatening emergencies ● Identify the steps for responding to common emergencies ● List reasons why organ donation is so important ● Make an educated decision about organ donation

**Toms River Regional Schools
Evidence of Learning**

Formative

- Strategic Questioning Strategies
- Observation
- Hand Signals
- Student Conference
- Inside-Outside Circle
- One Word Summary
- Likert Scale
- Socratic Seminar
- Gallery Walk
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit/Admin Tickets
- Classroom Games
- Self-assessment
- Class discussions
- Peer modeling

Summative

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects
- Problem Based Projects/Tasks

Benchmark

- State Standardized Assessments
- Quarterly Benchmark Assessment

Alternative

- Portfolio Project
- Modified assignments

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
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- 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

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:

- Glencoe Health: Ninth Edition
- Guest speaker

**Toms River Regional Schools
Unit Overview**

Content Area: Health

Unit 3 Title: Wellness Profile: Family Health History

Duration 9 Days

Target Course/Grade Level: Health/12

Unit Summary:

The study of family health history is essential because of future lifestyle and longevity implications.

New Jersey Learning Standards

Focus Standards

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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.
2.2.12.B.1	Predict the short-and long-term consequences of good and poor decision-making on oneself, friends, family and others.
2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identifies barriers.
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community and global health.
2.6.12.A.1	Compare the short-and long-term impact on wellness associated with physical inactivity.

Supporting Additional Standards

2.6.12.A.3	Determine the role of genetics, gender, age, nutrition, activity level, and exercise on body composition.
2.6.12.A.4	Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

Primary Interdisciplinary Connections

Primary Interdisciplinary Connections:

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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"> ● How has my family genetic history and lifestyle contributed to my wellness? ● What issues may I face in the future based on my family wellness profile, ● and how will I be proactive in addressing those health concerns? ● What role does physical fitness play in overall wellness? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Learning the health history on one's family can determine future effects on his or her life. ● Lifestyle changes can prevent potential diseases.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Causes of illness ● Genetics ● Traits passed from one generation to another ● Illnesses passed from one generation to another ● Family Tree ● The benefits of physical activity 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify diseases, disorders and traits that run in their families ● Define genetics and how diseases are passed on from one generation to the next ● Understand disease prevention ● Relate fitness levels to one's overall health. ● Understand a classic block family tree ● Plot and interpret their family health tree

**Toms River Regional Schools
Evidence of Learning**

Formative

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- Observation
- Hand Signals
- Student Conference
- Inside-Outside Circle
- One Word Summary
- Likert Scale
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- Gallery Walk
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Summative

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- Quizzes
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Modifications

Special Ed

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

504

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- Extended time on class tests, as deemed necessary by the teacher
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- 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

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:

- Glencoe Health: Ninth Edition
- Time Magazine, 2004 Edition (Classic Block)

**Toms River Regional Schools
Unit Overview**

Content Area: Health

Unit 4 Title: Relationships

Duration 9 Days

Target Course/Grade Level: Health/12

Unit Summary:

Developing and understanding healthy relationships will help build healthy and productive lifestyles and allow students to make better choices in life.

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.
2.1.12.E.2	Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
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.B.5	Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.
2.4.12.A.2	Compare and contrast the current historical role of life commitments, such as marriage.
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.
2.4.12.A.6	Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

Supporting Additional 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.3	Analyze factors that influence the choice, use, and effectiveness of contraception, including risk reduction and risk-elimination strategies.
2.4.12.C.6	Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.

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.

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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.
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- 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.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 the difference between healthy and unhealthy relationships? ● How can a healthy relationship allow for life goals to develop? ● What are different types of dating abuse? ● How can teen pregnancy affect a person's life? ● What are methods of contraception? ● How can an STI affect your life? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Communication, cooperation, compromise and conflict resolution are skills needed to build healthy relationships ● Peer relationships can have positive and negative influences on an individual's decision making abilities ● Personal choices in regards to sexuality have an effect on your future health and life
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Relationships ● Dating and marriage ● Dating/marriage abuse ● Verbal, psychological, emotional abuse ● Teen pregnancy ● Effects on a individual's life ● Financial time ● Contraceptives ● STI's/STD's 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Understand roles of a healthy relationship ● Identify the types of dating abuse ● Understand the responsibilities of being a teenage parent ● Define types of contraceptives and the effects of each ● Know that abstinence is the most effective contraceptive ● Identify the most common symptoms and signs of STD's/STI's ● Know where help is available in the community if you suspect you may have contracted an STD/STI

**Toms River Regional Schools
Evidence of Learning**

Formative

- Strategic Questioning Strategies
- Observation
- Hand Signals
- Student Conference
- Inside-Outside Circle
- One Word Summary
- Likert Scale
- Socratic Seminar
- Gallery Walk
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit/Admin Tickets
- Classroom Games
- Self-assessment
- Class discussions
- Peer modeling

Summative

- Chapter/Unit Test
- Quizzes
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- Unit Projects
- Problem Based Projects/Tasks

Benchmark

- State Standardized Assessments
- Quarterly Benchmark Assessment

Alternative

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- Modified assignments

Modificati

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- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
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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

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- 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:

- Glencoe Health: Ninth Edition
- Guest speaker
- <https://www.mayoclinic.org/>
- Video: *Positive Girl*

**Toms River Regional Schools
Unit Overview**

Content Area: Health

**Unit 5 Title: Pregnancy/Birth/Parenting
Duration 15 Days**

Target Course/Grade Level: Health/12

Unit Summary:

A family is responsible for the physical, mental/emotional and social health of its members. Deciding to start a family is a major decision that is a serious ongoing responsibility.

New Jersey Learning Standards

Focus Standards

CPI #	Cumulative Progress Indicator (CPI)
2.4.12.C.1	Compare embryonic growth and fetal development in single and multiple pregnancies, including incidence of complications and infant mortality.
2.4.12.C.2	Analyze the relationship of an individual's lifestyle choice during pregnancy and the incidence of fetal alcohol syndrome, sudden death syndrome, low birth weight, premature birth, and other disabilities.
2.4.12.C.3	Evaluate the methods and resources available to confirm pregnancy.
2.4.12.C.4	Determine the impact of physical, social, and emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.
2.4.12.C.5	Evaluate parenting strategies used at various stages of child development based on valid sources of information.
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 the factors that affect the decision to become a parent.
Supporting Additional Standards	
2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
Primary Interdisciplinary Connections	

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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do family structures fulfill basic human needs? ● What are the stages of fetal development, labor and delivery? ● What determines a low risk pregnancy and how does it differ from a high risk pregnancy? ● What are the responsibilities of being a teenage parent? ● What are alternative methods of becoming a parent? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● The concept of being a parent is a complex task, involving major lifestyle changes
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Various types of family structures and factors, which influence the functioning of the family system. ● The stages of human life from conception to birth. ● Proper prenatal care ● IVF and adoption ● The emotional, mental, financial and legal responsibilities in becoming a parent 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify similarities and differences among the variety of families that exist today and describe some of the stressors that families face ● Explain the events that lead to the conception and birth of a child ● Explain the importance of prenatal care and proper nutrition in promoting optimal health of the baby ● Describe the role of parents in promoting a healthy family

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- Videos:
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 - Father of the Bride
 - Pregnancy Pact