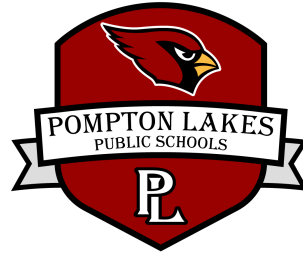


Pompton Lakes School District



Comprehensive Health Curriculum Grade 9-12 2024

Submitted by the CHPE Department

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***The Comprehensive Health course takes place during one marking period for each grade level.**

The New Jersey Student Learning Standards in Comprehensive Health and Physical Education (2020) continue to incorporate New Jersey Legislative statutes (2014, 2019) related to the health and well-being of students in New Jersey public schools, grade 9-12. The standards are based on the [National Health Education Standards](#).

Consent (N.J.S.A. 18A:35)

Mental Health (N.J.S.A. 18A:35-4.39)

New Jersey Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41)

Sexting (N.J.S.A. 18A:35-4.33)

Sexual abuse and assault awareness and prevention education (N.J.S.A. 18A:35-4.5a.)

Accident and Fire Prevention (N.J.S.A. 18A:6-2)

Breast Self-Examination (N.J.S.A. 18A:35-5.4) - Grade 7-12

Bullying Prevention Programs (N.J.S.A. 18A:37- 17)

Cancer Awareness (N.J.S.A. 18A:40-33)

CPR/AED Instruction (N.J.S.A. 18A:35-4.28-4.29)

Dating Violence Education (N.J.S.A. 18A: 35-4.23a)

Domestic Violence Education (N.J.S.A. 18A:35-4.23)

Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)

Grief (N.J.S.A. 18A: 35)

Lyme Disease Prevention (N.J.S.A. 18A:35-5.1)

Organ Donation (N.J.S.A. 18A:7F-4.3)

Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)

Stress Abstinence (N.J.S.A. 18A:35-4.19-20)

Suicide Prevention (N.J.S.A. 18A: 6-111)

Time devoted to courses in Health, Safety and Physical Education (N.J.S.A. 18A: 35-5)

Amistad Law N.J.S.A. 18A 52:16A-88

Holocaust Law (N.J.S.A. 18A:35-28)

LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35)

GRADE 9

Unit 1 Overview - Grade 9	
Content Area:	Health
Unit Title:	Personal and Cultural Values, Relationship Building & SEL Strategies
Unit Summary This unit introduces students to understanding the meaning of values and to identify personal, family, and cultural values. The students will explore where values come from and discover which values are important to them. The students will also examine the relationship between values, behavior and family influence and how all combined help develop character. Students will learn which behaviors can enhance or destroy a friendship. Students will understand the nature of family relationships and what influences them. Students will also be able to identify qualities that develop and define friendship and romantic relationships. Lastly, students will explore community relationships and identify those that can serve as resources when one is struggling socially and emotionally.	
Career Readiness, Life Literacies, & 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. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.	
Computer Science and Design Thinking: 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.	

Interdisciplinary Standards

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

WIDA ELD SI.4-12.Inform

WIDA ELD SI.4-12.Explain

WIDA ELD LA.9-12.Inform.Expressive

Learning Targets**Standards****2.1 Personal and Mental Health****2.3 Safety**

N.J.S.A. 18A: 6-111 Suicide Prevention requires instruction in suicide prevention in public schools.

Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.

CPE#	Performance Expectation
2.1.12.CHSS.1	Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or individual.
2.1.12.CHSS.9	Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.
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.

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.
2.3.12.PS.2	Analyze the short- and long-term consequences of sharing sexually explicit images or messages with individuals or posting online.
2.3.12.PS.8	Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations.
2.3.12.PS.9	Evaluate strategies to use social media safely, legally, and respectfully.
2.3.12.PS.10	Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
2.1.12.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
2.1.12.EH.2	Analyze factors that influence the emotional and social impact of mental health illness on family.
2.1.12.EH.3	Describe strategies to appropriately respond to stressors in a variety of situations.
2.1.12.EH.4	Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audiences (e.g., dimensions of health).

Unit Essential Questions

- What are values? How do values help shape our character?
- Where do we get our values?
- What are the values you find important?
- What are the values you have been taught? How do values learned help shape our decisions in making healthy choices?
- What values come from your cultural beliefs? What are important things to people of your cultural heritage?
- Why is it important to respect other people's values?
- What are some factors of a healthy relationship?
- What are the skills you can practice to have healthy relationships?
- How do the values we have help resolve conflicts between people?
- What are some positive strategies to use to appropriately respond to stressors/stressful situations?
- What are responsible values that help you have good character?
- What are some methods to assist you in maintaining self control?
- How can you practice a proactive decision-making style?
- How do you define bullying?
- How does social media help or hurt a person when it comes to their self-worth?
- How can social media make someone feel less than?
- What are the short and long term consequences of sharing sexually explicit images (sexting)?
- What are the values you find important?
- What are ways you can demonstrate active listening?
- What are examples of nonverbal communication?
- How can you assist a friend who has feelings of

Unit Enduring Understandings

- What factors influence how we feel about ourselves and what we find important?
- Values are those qualities, principles, beliefs and ideas we feel strongly about.
- Different people have different values.
- Having values that pertain to a healthy lifestyle will lead to positive decision making.
- People tell others about the values that are important to them.
- People do what their values tell them to do, and don't do what their values tell them not to.
- People make decisions based on their values.
- People often stand up for their values and feel bad when they do not behave according to their values with each of them.
- Understanding and implementing positive conflict resolution strategies is beneficial to one's social emotional learning and overall health.
- Relationships are the connections that people have with each other.
- Healthful relationships are relationships that promote self-respect.
- Harmful relationships are relationships that destroy self-respect, interfere with productivity and health, and may include addictions and/or violence.
- Harmful verbal or non-verbal communication or action against someone could cause someone to feel less than.
- Places to turn to for help if you are feeling bullied.
- In life sometimes it is ok to agree to disagree.
- Social media should be used for positive messages only.
- "Give" and "Take" is a key element in successful relationships.
- By early adolescence, relationships with friends become extremely important.

suicide?

- What resources are available to assist a friend or family member in need of help?
- What are some strategies one can use to assist in resolving an inner conflict?
- What organizations could be started in school to assist with inclusion of all people?

- Everyone has relationships with different kinds of people and they share things with each other.
- National suicide hotline number - [988](#)
- Always speak to someone if you feel a friend is having suicidal thoughts.
- How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.

Unit Learning Targets

Students will...

- Define the concepts of values.
- Identify values learned from families.
- Articulate things that matter and why.
- Identify positive values that assist in leading a healthy lifestyle.
- Become aware of values and priorities.
- Be able to use their values learned to help resolve conflict in an effective way.
- Rank the importance of various personal values.
- Explain personal values.
- Examine the relationship between values and behavior.
- Practice relating decisions to personal values.
- Identify valuable components of cultural heritage.
- Practice positive strategies to appropriately address stressors or stressful situations.
- Recognize differences between healthful and harmful relationships.
- Understand what enhances or damages a relationship.
- Explore feelings about relationships.
- Define family and determine the nature of relationships in families.
- Identify the privileges and responsibilities of family membership.
- Encourage communication between teens and parents.
- Define bullying
- Recognize the positive and negative effect social media can have on a person
- Identify the qualities of a good friend.
- Recognize different kinds of friends.
- Identify how to get to know new people and make friends.
- Explore the limits of friendship.
- Identify helplines available if feelings of suicide are present.
- Identify trusted adults to go to for help.

- Identify way to help resolve inner conflict to assist in suicide prevention
- Analyze a social issue affecting perceptions related to sexuality, culture, ethnicity, disability status and make recommendations to address those issues.

Evidence of Learning

Summative Assessment

- Tests
- Activities
- Skills
- Applications

Technology Needed: L.E.A.D. Mendez Foundation Textbooks; Interwrite Board; Yoga Gong or other stress-relieving classroom resources (e.g. music, yoga mats, etc); Google Classroom

Teacher Resource: National Institute of Health-<http://www.nih.gov/>, Cybersecurity Awareness [resources](#); [Conflict Resolution Skills](#)

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Benchmark Assessment

N/A

Alternative Assessment

Follow UDL Principles

Lesson Plans & Pacing Guide

Lesson #	Lesson Name	Time Frame (5 weeks)
1	Introduction to Values and character development	2 days
2	Family/Friends affect one's emotional health	2 days
3	Strategies to use in stressful situations (e.g. online social etiquette	1 week

	and responding to negativity; positive conflict resolution strategies, etc)	
4	Introduction to Relationships	1 day
5	Healthy vs Unhealthy Relationships	1 day
6	Bullying - verbal and non-verbal; NJ HIB law	2 days
7	Social Media - the lasting effects	2 days
8	Advocacy and Awareness	2 days
9	Post Project - suicide prevention	3 days
10	Group work	1-2 days
11	Group presentations	2-3 days

Unit 2 Overview - Grade 9	
Content Area:	Health
Unit Title:	Marriage, Pregnancy and Parenting
Unit Summary The purpose of this unit is to explore personal values and how it shapes our attitudes about marriage and parenthood. Students will discuss marriage and qualities that make a happy and healthy marriage in heterosexual, homosexual, interracial, and interfaith marriages. Students will learn about the challenges teenage parents face and identify the qualities and resources needed for parenthood. Students will examine the costs of caring for an infant and evaluate their personal readiness for parenthood.	
Career Readiness, Life Literacies, & 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. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.	
Computer Science and Design Thinking: 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.	

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RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

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WIDA ELD SI.4-12.Inform

WIDA ELD SI.4-12.Explain

WIDA ELD LA.9-12.Inform.Expressive

Learning Targets	
Standard 2.1 Personal and Mental Health New Jersey Safe Haven Infant Protection Act (N.J.S.A 18A:35-4.40 & 18A:35 -4.41) Curriculum to include instruction on diversity and inclusion. C.18A:35-4.36a	
CPE#	Core Performance Expectation
2.1.12.CHSS.3	Explain the purpose of the Safe Haven Law and identify locations in your community.
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 related topics.
2.1.12.PP.4	List the major milestones of each trimester of fetal development utilizing medically accurate information.
2.1.12.PP.5	Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).
2.1.12.PP.6	Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
2.1.12.PP.7	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.

2.1.12.PP.8	Assess the skills needed to be an effective parent
2.1.12.PP.9	Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
Essential Questions	Enduring Understandings
• What is commitment? • What factors predict success in marriage? • What is it risky for teens to marry? • What are some reasons for choosing parenthood? • What are the growth and development stages of childhood? • What are the factors that can predict success in relationships/marriages? • What are the different kinds of intimacy in relationships/marriage? • How can marriage partners insure that their marriage will last? • What are the risks associated with teen marriage? • What should I consider before becoming a parent? • What is the growth and development of a child from birth to age six? • How can parents help their children develop self and self-discipline? • What are the causes of dysfunctional family relationships? • What are ways to improve dysfunctional family relationships? • Who are sources you can turn to for pregnancy advice?	• A commitment is a pledge that is made. • A marriage commitment is a promise to love and nurture a spouse for a lifetime. • There are many factors that predict success in marriage. • There are many growth and development stages of childhood.. • Parents need knowledge and skills to care for a child so they can grow up in a healthy, positive environment. • The cost of raising a baby is high. • There are many causes of dysfunctional family relationships, but many ways to improve them. • Sources available to teens they can talk to about becoming pregnant. • Information regarding Safe Haven Act • Marriage regardless of what type will face challenges.

• What is the cost to raise a child? • What challenges do heterosexual, homosexual, inter-racial and interfaith marriages encounter?	
Unit Learning Targets <i>Students will...</i> • Identify factors to predict success in marriage. • Explain kinds of intimacy in marriage. • Explain ways marriage partners can insure that their marriage will last. • Discuss the risks associated with teen marriage. • Discuss the three “Rs” (reason, resources, responsibilities) to consider before becoming a parent. • Discuss Safe Haven Act • Outline the growth and development of a child from birth to age 6. • Explain ways parents help their children develop self and defense and self-discipline? • List and explain skills that children who have ideal family relationships learn from their parents and guardians. • Discuss the causes of dysfunctional family relationships. • Discuss feelings and behaviors that describe family members who are codependent. • Outline ways to improve dysfunctional family relationships. • Discuss adjustments children must to family changes.	
Evidence of Learning	
Summative Assessment • Tests • Activities • Skills • Applications Formative Assessments • Teacher observation • Written responses • Class discussions • Class work Benchmark Assessment N/A Alternative Assessment See UDL Principles for Suggestions	

Equipment Needed: L.E.A.D. Mendez Foundation Textbooks, Interwrite board

Teacher Resource: <http://www.state.nj.us/education>, <https://teenshealth.org/en/teens/>

Lesson Plans & Pacing Guide

Lesson #	Lesson Name	Time Frame
1	Adult Marriage vs. Teen Marriage	1 day
2	Family Living and Relationships	1 day
3	Parenthood	2 days
4	Teenage Parents-Safe Haven Act	1 day
5	Parenting project	5 days
6	Assessment	1 day

Unit 3 Overview - Grade 9	
Content Area:	Health
Unit Title:	Personal Safety - Relationships
Unit Summary The purpose of this unit is to have students learn when, where, and why violent acts are most likely to occur. Students will understand the relationship between anger and violence. Students will learn that angry feelings do not have to result in violent behavior. In this unit, students will identify appropriate responses to anger, learn to negotiate compromise in conflict situations, and explore options to avoid violent or abusive situations. Students will learn what date rape is, when it can occur, and strategies to prevent it. Students will learn strategies and where they can turn for help when trying to leave an abusive relationship.	
Career Readiness, Life Literacies, & Key Skills: 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1). 9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3). 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).	
Computer Science and Design Thinking: 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.	

Interdisciplinary Standards:

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

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WIDA ELD SI.4-12.Inform

WIDA ELD SI.4-12.Explain

WIDA ELD LA.9-12.Inform.Expressive

Learning Targets

Standards

2.1 Personal and Mental Health

2.3 Safety

Consent- N.J.S.A. 18A:35

Sexual Abuse and Assault Awareness and Prevention Education -N.J.S.A. 18A:35-4.5a

Domestic Violence Education – N.J.S.A. 18A:35-4.23

CPE#	Core Performance Expectations
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 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
2.1.12.SSH.4	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).
2.1.12.SSH.5	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual

	behavior.
2.1.12.SSH.9	Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.

Unit Essential Questions	Unit Enduring Understandings
• What is a harmful relationship? • What is a violent relationship? • How can I practice protective factors to reduce the risk of violence? • How can I practice protective factors to reduce the risk of violence? • What are the steps I can take to prevent and/or resolve harmful relationships? • What are the types of abusive relationships? • What is the relationship between anger and violence? • What are appropriate responses to anger? • How can I negotiate compromise in conflict situations? • What is date rape, when can it occur and how can I prevent it? • What are recovery strategies for victims of violence? • What programs are available to assist leaving a violent relationship. • What is sex trafficking? • Why is it important to know your surroundings?	• A harmful relationship destroys self-respect, interferes with productivity and health and include addictions and/or violence. • A violent relationship is a relationship in which one or both persons are harmed physically, mentally, and/or emotionally. • A perpetrator of violence is a person who commits a violent act. • A victim of violence is a person who was harmed by violence. • A survivor of violence has participated in recovery, and has adopted self-protection strategies. • There are many steps to prevent and/or resolve harmful relationships. • There are many types of abusive relationships. • Date rape is forced sexual relations by someone the person knows and may even have a romantic relationship with. • Tools to avoid putting oneself in a dangerous situation. Ie: drinking too much alcohol • Community programs available for outreach. • Avoid being alone in an unfamiliar situation or setting. • Dangerous situations which could potentially put one in harm's way.

Unit Learning Targets

Students will...

- Identify risk factors for harmful and violent relationships.
- Identify when, where, and why violent acts are most likely to occur.
- Discuss the steps to prevent and/or resolve harmful relationships.
- Discuss four types of abusive relationships: physical; emotional; neglect; and sexual.
- Identify the relationship between anger and violence.
- Explain that angry feelings do not have to result in violence.
- Identify appropriate responses to anger.
- Negotiate compromise in conflict situations.
- Explore options to avoid violent or abusive situations.
- Define date rape, when it can occur, and how to prevent it.
- Discuss recovery strategies for victims of violence.

Evidence of Learning

Summative Assessment

- Tests
- Activities
- Skills
- Applications

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Alternative Assessment

- See UDL Framework for options

Benchmark Assessment

N/A

Equipment Needed: L.E.A.D. Mendez Foundation Textbooks, Interwrite board

Teacher Resources: [NJ Coalition Against Sexual Assault](#), <https://teenshealth.org/en/teens/>, NJ Department of Education, [OneLove](#), CDC

Lesson Plans & Pacing Guide		
Lesson #	Lesson Name	Time Frame (Days)
1	Relationships- Healthy vs Unhealthy	2
2	Effective communication – protecting your personal space	2
3	Family/friends and social media – impact on relationships	2
4	Dealing with Sexual Abuse and Family Violence	2
5	Sexual Violence: Rape and Date Rape	2
6	Group work-scenarios and discussion	2
7	Assessment	2

Unit 4 Overview - Grade 9	
Content Area:	Health
Unit Title:	Alcohol, Tobacco and Other Drugs-Dependency, Substances Disorder and Treatment
Unit Summary	This unit will focus on the Too Good for Drugs curriculum. Too Good for Drugs promotes positive, pro-social attitudes and behaviors, while fostering healthy relationships, resistance to substance abuse, conflict, and resistance to negative peer pressures and influences. The Pompton Lakes Police Department and the school SAC will be called upon to present a lesson or two on the negative effects of drugs, as well as the laws regarding drug use. Fostering a positive atmosphere for students to interact with uniformed police officers will hopefully assist students in making healthy choices as it relates to drug use.
Career Readiness, Life Literacies, & Key Skills:	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
Computer Science and Design Thinking:	8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Interdisciplinary Standards:	W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. WIDA ELD SI.4-12.Inform WIDA ELD SI.4-12.Explain

Learning Targets	
Standards	
2.1 Personal and Mental Health	
2.2 Physical Wellness	
2.3 Safety	
N.J.S.A. 18A:40A-1- Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids.	
CPE#	Core Performance Expectations
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 international 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).
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.

Essential Questions	Enduring Understandings
• How does the use of alcohol and drugs affect an adolescent's life? • What are the dangers of vaping and e-cigarettes? • What are the long term effects of alcohol and drug use? • What are the skills to develop goal setting decisions? • What are the symptoms of overuse of alcohol and drugs? • How can I reduce the peer pressure and negative social media footprint? • What are the skills to use to resist pressure to engage in the risk behaviors and risk situations for alcohol use and drug use? • What is an alternative from alcohol drugs and use? • What is the definition of substance abuse? • What is a positive goal setting practice? • What are the problems associated with the use of anabolic steroids? • What are the long term reproductive issues that could be faced by someone using anabolic steroids? • Where can a person go for help if they are addicted to a substance? • How can my social group help me lead a substance free lifestyle?	• The use of alcohol and drugs can significantly challenge an adolescent's life's goals. • The current climate of vaping and e-cigarettes and lifelong lung disease. • The epidemic of youth vaping and the potential additive issues associated with the practice of vaping. • It is illegal to consume alcohol and drugs and can create an unwanted law enforcement interaction. • Establish a goal and develop a plan of action towards reaching the goal. • There are many challenges to establish healthy relationships void of peer pressure and risk situations for sexting and poor social media presence. • The dangers of alcohol use and drug use can lead to derailed goals and a fulfilling lifestyle. • Ideas for alternative social activities void of alcohol and drugs. • Substance abuse is overindulgence in or dependence on an addictive substance, especially alcohol or drugs. • Development of establishing a goal and developing a list of steps to work towards achieving the goal. • Anabolic steroids create physical and psychological dependence along with overall health challenges. • Treatment centers available to treat substance abuse.

Unit Learning Targets

Students will...

- Identify and discuss risk behaviors associated with alcohol and drug use.
- Discuss the potential health risks of adolescence use of alcohol and drug use on the development of the youth brain.
- Discuss ways to establish goals and the practice of goal setting.
- Identify resistance skills to resist pressure to engage in peer pressure to use and abuse alcohol and drug use.
- Explain how the brain and body responds to the use of alcohol and drugs.
- Explain how the body responds to alcohol and drugs.
- Identify and discuss risk behaviors associated with sexting and a negative social media presence.
- Identify ways to eliminate cyberbullying and a negative social media imprint.
- Discuss positive social practices to avoid being around alcohol and drug use.
- Explain the alternatives to using alcohol and drug use.
- Discuss goal setting practices.
- Discuss resistance skills to use anabolic steroids and the long lasting use of these types of drugs.

Evidence of Learning

Summative Assessment

- Tests
- Activities
- Skills
- Applications

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Benchmark Assessment

N/A

Alternative Assessment

See UDL Principles for suggestions.

Equipment Needed: Interwrite board

Teacher Resource: CDC.org, <http://www.ncadd.org>, National Institute of Health

Lesson Plans & Pacing Guide		
Lesson #	Lesson Name	Time Frame (Days)
1	Alcohol and Drugs	1
2	Dangers of illegal use of alcohol and drugs in conjunction with law enforcement.	1
3	Anabolic Steroid dangers and misuse	1
4	Vaping dangers-Marijuana and the NJ law	1
5	Family/Friends/social media- tools to deal with peer pressure.	1
6	Establishing alternatives to social settings without the use of alcohol and drugs.	1
7	Assessment	1

GRADE 10

Unit 1 Overview - Grade 10	
Content Area:	Driver's Education
Unit Title:	Personal Safety-Introduction to Drivers Education
Unit Summary This unit introduces students to the skills, responsibilities, and license requirements needed to navigate the highway transportation system. Students will learn about the different parts of the highway transportation system, as well as how national safety laws affect drivers and passengers. Students will also learn about the skills needed to become responsible, low-risk drivers. Students also learn the steps in the SIPDE process. This unit also has students learn about the legal, financial, environmental, and social responsibilities associated with driving. Students will learn about the process of becoming a licensed driver, as well as key concepts in a quality driver education program.	
Career Readiness, Life Literacies, & Key Skills: 9.1.12.CDM.5: Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages). 9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.). 9.1.12.CP.1: Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans. 9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals. 9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.	

Computer Science and Design Thinking

8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

Interdisciplinary Standards:

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

Learning Targets**Standards**

- 2.3 Safety

CPE#	Core Performance Expectation
2.3.12.PS.3	Summarize NJ motor vehicle laws and regulations, safe stops and determine their impact on health and safety.
2.3.12.PS.4	Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short and long term consequences of these actions.
Essential Questions	Enduring Understandings
● What are the parts and purpose of the highway transportation system? ● How is the HTS regulated? ● What is the purpose of the National Highway Safety Act and how it affects states and local governments?	● The highway transportation system (HTS) has three parts: roadway users, vehicles, and roadways. ● To perform the driving task with low risk, you must develop habits for using knowledge and visual skills, judging speed, time and space, and anticipating how your car will respond. ● The SIPDE process is an organized system for seeing, thinking, and

• What is the purpose of the National Traffic and Motor Vehicle Safety Act and how does it keep drivers and passengers safe? • How do mental, social and physical habits help you in the driving task? • How do you use the SIPDE Process in the driving task? • What are three financial responsibilities that drivers have in maintaining and operating a vehicle? • What are the three stages of a graduated driver's license program? • How can a GDL program help you become a responsible driver? • What are three key concepts of a quality driver education program?	responding during the driving task. • SIPED is an acronym for search, identify, predict, decide and execute. • The Zone Control System is a method for managing space around your car. • Operating costs for a car include costs for fuel, oil, and tires. • A graduated driver licensing program (GDL) requires young drivers to progress through a series of licensing stages. • The GDL has a learner's permit stage, intermediate license stage, and a full-privilege license stage.
Unit Learning Targets <i>Students will...</i> • Describe the three parts of the highway transportation system. • Explain how the National Highway Safety Act affects drivers. • Explain how the National Traffic and Motor Vehicle Safety Act helps keep drivers and passengers safe. • Explain how understanding the social, physical, and mental skills related to driving helps you to be a low-risk driver. • Identify mental, social, and physical factors that might affect your ability to be a safe driver. • Identify and explain the four steps in the SIPDE process. • List three kinds of financial responsibilities drivers have and give an example of each. • List ways drivers can protect the environment. • Identify and explain your responsibilities to yourself and others. • Describe the stages of a graduated driver's license program. • Explain how a graduated driver's license program can help you become a safer driver. • Explain the implied consent law. • List the key concepts in a quality driver education program.	
Evidence of Learning	
Formative Assessments • Teacher observation	

- Written responses
- Class discussions
- Class work

Summative Assessment

- Tests
- Activities
- Skills
- Applications

Equipment Needed: Textbooks, Interwrite board, Drive Right videos.

Teacher Resource: Drive Right textbook, Drive Right study companion, digital media

Lesson Plans & Pacing Guide

Lesson #	Lesson Name	Time Frame (Days)
1	You Are Part of the System	1
2	Your Driving Task	1
3	Your Driving Responsibilities	1
4	Your Driver's License	.5
5	Review & Test	1.5

Unit 2 Overview - Grade 10	
Content Area:	Drivers Education
Unit Title:	Sign, Signals and Roadway Markings
Unit Summary This unit explains how traffic signs, signals, and roadway markings communicate roadway regulations, warnings and other essential information. Students will learn the meanings of the shapes and colors of the traffic signs. Students will also learn the appropriate action that each sign requires. Students will also learn the meanings of the various traffic signals – including traffic lights, arrows, flashing signals, and hand signals – and how to respond to each one. This unit also covers the meanings of various roadway markings such as lines, arrows, symbols, and words and how to respond to each marking.	
Career Readiness, Life Literacies, & 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. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.	
Computer Science and Design Thinking: 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.	

Interdisciplinary Standards

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

WIDA ELD SI.4-12.Inform

WIDA ELD SI.4-12.Explain

WIDA ELD LA.9-12.Inform.Expressive

Learning Targets**Standards**

- **2.3 Safety**

CPE#	Core Performance Expectation
2.3.12.PS.3	Summarize NJ motor vehicle laws and regulations, safe stops and determine their impact on health and safety.

Unit Essential Questions ● What are the shapes and colors of regulatory and warning signs and how do you respond to each one? ● How do regulatory signs control traffic? ● How do guide signs and international signs help you when driving? ● What does a green light, a yellow light and a red light mean? ● What is the meaning of arrows, flashing lights, and lane signals? ● What actions should I take with pedestrians and traffic-control signals? ● What are the proper actions to take with broken and solid yellow and white lane markings? ● What are the meanings of special roadway markings, highway exit ramps, railroads and school crossings? ● What are rumble strips and raised roadway markers?	Unit Enduring Understandings ● Regulatory signs are signs that set limits or give commands. ● Examples of regulatory signs are stop signs, yield signs, and speed limit signs. ● Most regulatory signs are rectangles. ● A warning sign alerts you to hazards or changes in the road condition ahead. ● Examples of warning signs are pedestrian or school-zone signs, railroad advance signs, construction signs, and slow-moving vehicle signs. ● Guide signs mark routes, intersections, service areas, and other points of interest or information. ● International signs convey information by symbols rather than words. ● Traffic lights are found at intersections and other places where heavy traffic comes together. ● Traffic lights have three colors: red, yellow, and green. ● A roadway marking gives warning or direction. ● Yellow lane markings separate traffic traveling in opposite directions on two-way roads. ● White lane markings are used on highways that have traffic moving in the same direction.
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Unit Learning Targets

Students will...

- Describe the shapes and colors of regulatory and warning signs and how to respond to each one.
- Explain how regulatory signs control traffic.
- Explain how guide signs and international signs help you when driving.
- Explain what to do at a green light, a yellow light, and a red light.
- Identify the meaning of arrows, flashing lights, and lane signals.
- Describe the actions to take with pedestrian and traffic-control officers' signals.
- Describe the proper actions with broken and solid yellow and white lane markings.
- Identify the meaning of special roadway markings including highway exit ramps, railroad and school crossings and parking restrictions.
- Explain the function of rumble strips and raised roadway markers.

Evidence of Learning

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Summative Assessment

- Tests
- Activities
- Skills
- Applications

Benchmark Assessment

NA

Alternative Assessment

Per UDL Principles

Equipment Needed: Textbooks, Interwrite board, Drive Right Videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Digital media

Lesson Plans & Pacing Guide

Lesson #	Lesson Name	Time Frame (Days)
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1	Traffic Signs	1
2	Traffic Signals	1
3	Roadway Markings	1
4	Review	1
5	Test	1

Unit 3 Overview - Grade 10

Content Area: Driver's Education

Unit Title: Basic Vehicle Operation

Unit Summary

This unit teaches students the purpose and operation of vehicle instruments, devices, and controls. Students will learn the procedures for preparing to drive and starting, stopping, and steering a vehicle. Students will also learn the purpose and operation of vehicle instruments, devices and controls. In this unit, students learn safety procedures for checking a vehicle's inside and outside conditions and a method for safely getting into the vehicle. Students will also learn the procedures for smooth and controlled starting, steering, accelerating, braking, parking, and exiting a vehicle. Lastly, students will learn the basic mechanical operation of a manual transmission and summarize the advantages of driving a vehicle with a manual transmission.

Career Readiness, Life Literacies, & 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.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

Computer Science & Design Thinking:

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

Interdisciplinary Standards

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

ESS3.D: Global Climate Change

HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.

PS3.A: Definitions of Energy “Electrical energy” may mean energy stored in a battery or energy transmitted by electric currents. (secondary to HS-PS2-5)

Learning Targets		
Standards 2.3 Safety		
CPE#	Core Performance Expectation	
2.3.12.PS.3	Summarize NJ motor vehicle laws and regulations, safe stops and determine their impact on health and safety.	
Unit Essential Questions - What are the operational controls of a vehicle? - What are the communication and comfort devices found in most vehicles? - Where are the gauges and warning lights on an instrument panel? - What outside checks can you make before getting into a vehicle? - Why should you make smooth acceleration and braking actions? - How do targets help develop good visual searching and steering habits? - What does a transmission do? - What are the advantages and disadvantages of manual transmissions? - What types of car emissions may impact climate change or global warming?		Unit Enduring Understandings - The most common vehicle controls are the steering wheel, shift lever, cruise control, accelerator pedal, brake pedal and parking brake. - The shift indicator shows the gear positions: park, reverse, neutral and drive. - Devices for safety, communication, and comfort include safety belts, head restraints, inside and outside rearview mirrors, hazard-flasher controls, turn-signal lever, windshield wipers and washers, light switches, hood release lever, heater, air conditioner, and defroster, sun visor, and seat adjustment lever. - Important vehicle gauges are the fuel gauge, temperature gauge, oil pressure gauge, alternator warning light, brake system warning light, speedometer, tachometer, odometer, ABS light, safety belt light, air bag light, turn-signal indicator, high beam indicator, check engine light and message center - The purpose of a transmission is to convert engine speed into power to turn the wheels of a vehicle. - The purpose of the clutch is to connect the rotating engine shaft to the gears in the transmission. - Some car emissions may lead to global warming.

Unit Learning Targets

Students will...

- Describe the operational controls of a vehicle and how to use them effectively.
- Identify communication and comfort devices found in most vehicles.
- Identify gauges and warning lights on an instrument panel and explain their purpose.
- Describe how to reduce risk while walking to your vehicle.
- Explain outside checks you can make before getting into the vehicle.
- Explain why you should make smooth acceleration and braking actions.
- Explain how the use of targets will help develop good visual searching and steering habits.
- Describe what a transmission does.
- Compare the advantages and disadvantages of manual transmissions and different types of car engines (e.g. internal combustion, electric, etc)

Evidence of Learning

Summative Assessment

- Tests
- Activities
- Skills
- Applications
- “Under the Hood” Drawing Project

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Benchmark Assessment

NA

Alternative Assessment

Per UDL Principles

Equipment Needed: Textbooks, Interwrite board, Drive Right Videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos		
Lesson Plans & Pacing Guide		
Lesson #	Lesson Name	Time Frame (Days)
1	Controls, devices and instruments	1
2	Getting ready to drive	1
3	Starting, stopping, steering and targeting	1
4	Driving with a manual transmission	1/2
5	Types of car engines and their impact on the environment ¹	1
6	Review	1/2
7	Test	1

¹ Climate Change

Unit 4 Overview - Grade 10	
Content Area:	Driver's Education
Unit Title:	Performing Basic Vehicle Maneuver
Unit Summary This unit discusses methods drivers can use to accurately and safely perform maneuvers such as changing lanes, turning, stopping, backing, and parking. Students will learn about when to check rear view and outside mirrors, as well as steps for safely backing a vehicle. Students will also learn what factors to consider before making a turnabout and methods for how to turn around safely. This unit will also discuss the advantages and disadvantages of different parking maneuvers and how to perform each parking maneuver.	
Career Readiness, Life Literacies, & Key Skills 9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed. 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.	
Computer Science and Design Thinking: 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.	
Interdisciplinary Standards <i>Science</i> HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.	
Learning Targets	
Standards 2.3 Safety	
CPE#	Core Performance Expectation

2.3.12.PS.3	Summarize NJ motor vehicle laws and regulations, safe stops and determine their impact on health and safety.
Unit Essential Questions ● When should the rearview and outside mirrors be checked? ● What is a convex mirror and how can it be used? ● Why is backing a high-risk maneuver? ● How can I safely back a vehicle? ● When do I use signal lights? ● How do I make left and right turns? ● What are the methods for making turnabouts? ● When should I use turnabouts? ● What is angle, perpendicular, and parallel parking? ● How and when do I use angle, perpendicular, or parallel parking?	Unit Enduring Understandings ● Three mirrors that come as standard equipment in a car are the inside rearview mirror, the outside mirrors, and convex mirrors. ● There are many procedures to follow for backing, backing straight, and backing left or right. ● The most common way of communicating with other drivers is by using signals. ● There are many procedures to follow for entering traffic flows, making right and left turns, lane changes, and turning the vehicle. ● The 3 basic ways to park are angle, perpendicular, and parallel.

Unit Learning Targets

Students will...

- Explain when the rearview and outside mirror should be checked.
- Explain what a convex mirror is and how it can be used to eliminate blind-spot areas.
- Explain why backing is a high-risk maneuver, and how to minimize the risk.
- List the steps for safely backing a vehicle.
- Explain situations and timing for communications using signal lights.
- Explain how to make left and right turns.
- Explain three methods for making a turnabout, and state which is the safest.
- Explain the factors to consider in deciding which type of turnabout to use.
- List advantages and disadvantages of angle, perpendicular, and parallel parking.
- Describe how to perform each parking maneuver.
- Explain the differences among the three parking maneuvers.

Evidence of Learning

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Summative Assessment

- Tests
- Activities
- Skills
- Applications

Benchmark Assessment

N/A

Alternative Assessment

Per UDL Principles

Equipment Needed: Textbooks, Interwrite board, Drive Right Videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos

Lesson Plans & Pacing Guide

Lesson #	Lesson Name	Time Frame (days)
1	Mirror Usage and Backing Procures	1
2	Basic Driving/Parking Maneuvers	1
3	Review-Test	1

Unit 5 Overview - Grade 10	
Content Area:	Drivers Education
Unit Title:	Managing Risk with SIPDE Process
Unit Summary:	This unit discusses how learning and using the SIPDE Process (search, identify, predict, decide and execute) helps new drivers become responsible, low-risk drivers. Students will learn about the factors that contribute to higher degrees of risk while driving. Students will also revisit the steps of the SIPDE Process, as well as the Zone Control System and how the two systems work together. In this unit, students will learn about the eight steps of an orderly visual search pattern and how knowledge and experience contribute to making accurate predictions. Students will also learn about the three essential decisions involved in the SIPDE Process as well as the most important actions to take to avoid conflict. Students will learn about the selective use of the SIPDE Process and are reassured that it takes time to learn and use the process effectively.
Career Readiness, Life Literacies, & 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. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
Computer Science and Design Thinking:	8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
Interdisciplinary Standards	
RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s	

presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

WIDA ELD SI.4-12.Inform

WIDA ELD SI.4-12.Explain

WIDA ELD LA.9-12.Inform.Expressive

Learning Targets

Standards

- 2.3 Safety

CPE

Core Performance Expectation

2.3.12.PS.3

Summarize NJ motor vehicle laws and regulations, safe stops and determine their impact on health and safety.

Unit Essential Questions

- What are the three factors that contribute to the degree of risk you face when driving?
- What are the five steps in the SIPDE Process?
- What are the three steps in the Zone Control System?
- What does it mean to identify as it relates to the SIPDE Process?
- What are the eight steps of an orderly visual search pattern?
- How do knowledge and experience help you make an accurate decision?
- What are the three decisions you must make when applying the SIPDE Process?
- What are three different lane positions available to you within your lane?
- What are the three most important actions you can take to avoid conflict?
- What is meant by selective use of the SIPDE Process?
- Why does the SIPDE Process take time to learn?

Unit Enduring Understandings

- The three factors that contribute to the degree of risk you face while driving are driver-contributed factors, vehicle-contributed factors, and roadway-and environment contributed factors.
- The SIPDE process is an organized system of seeing, thinking and responding.

- SIPDE represents the five steps for safe driving: scan, identify, predict, decide and execute.
- The Zone Control System is an organized method for managing 6 zones of space surrounding your vehicle.
- The Zone Control System includes the following steps: 1. See a zone change. 2. Check other zones. 3. Create time and space.
- Driving skills will increase with experience hence the graduated driver's license.

Unit Learning Targets

Students will...

- Describe three factors that contribute to the degree of risk you face when driving.
- Name the five steps in the SIPDE Process and explain how SIPDE helps you to be a low-risk driver.
- Explain the three steps in the Zone Control System and how they contribute to low-risk driving.
- Explain what it means to identify as it relates to the SIPDE Process.
- Identify the positions of each of the six zones of the Zone Control System.
- Identify the eight steps of an orderly visual search pattern.
- Explain how knowledge and experience help you make accurate predictions.
- Name the three decisions you must make when applying the SIPDE Process.
- Describe three different lane positions available to you within your lane.
- List the three most important actions you can take to avoid conflict.
- Describe what is meant by selective use of the SIPDE Process.
- Explain why the SIPDE Process takes time to learn and use.

Evidence of Learning

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Summative Assessment

- Tests

Alternative Assessments

- Activities

Benchmark Assessment

NA

Equipment Needed: Textbooks, Interwrite board, Drive Right Videos.		
Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos		
Lesson Plans & Pacing Guide		
Lesson #	Lesson Name	Time Frame (Days)
1	The SIPDE Process	1
2	Identify and Predict	1
3	Decide and Execute	1
4	Review Bingo - Test	1

Unit 6 Overview - Grade 10	
Content Area:	Driver's Education
Unit Title:	Mental Mindset/Emotional Health when Driving
Unit Summary This unit discusses how physical, mental, and emotional conditions affect driving ability. Students will learn to recognize and manage limitations. Students learn how emotions affect driving, specifically on the concepts of aggressive driving and road rage. This unit provides methods for managing emotions to ensure driving competence. Students will also learn how physical senses are involved in driving by addressing sensory limitations and distractions. Lastly, students will learn to recognize and compensate for temporary and permanent physical limitations that affect driving abilities with emphasis on how to combat drowsiness and fatigue.	
Learning Targets	
Standards 2.1 Personal and Mental Health 2.3 Safety	
CPE	Core Performance Expectation
2.3.12.PS.3	Summarize NJ motor vehicle laws and regulations, safe stops and determine their impact on health and safety.
2.1.12.EH.3	Describe strategies to appropriately respond to stressors in a variety of situations
Unit Essential Questions - How do emotions affect your ability to drive? - How do passengers help or hinder a driver? - What influence does emotions have on your willingness to accept risk? - How can you manage your emotions while driving? - What is visual acuity and your field of vision? - What are the factors that can affect and limit your vision? - How do your senses help you drive? - What is the importance of managing sensory	Unit Enduring Understandings - There are mental and physical effects of emotions on your driving ability. - Aggressive driving is driving without regard for others' safety. - Road rage is driving with the intent to harm others. - Sorrow, depression, and anxiety are other emotions that can adversely affect driving. - Your emotions have a big influence on the amount of risk you are willing to take. - Drivers should learn how to cope with and manage

distractions? • What can you do to combat fatigue? • How do medicines, carbon monoxide, and smoking affect a driver? • How do drivers who have permanent disabilities compensate? • Define visual acuity and the parts of your field of vision. • Describe factors that can affect and limit vision. • Explain how your senses help you drive. • Describe the importance of managing sensory distractions. • Describe what you can do to combat fatigue. • Explain how medicines, carbon monoxide, and smoking affect a driver. • Describe what drivers who have permanent disabilities can do to compensate.	emotions. • Visual acuity is the ability to see things clearly. • Your field of vision is all the area that you can see around you while you are looking straight ahead. • There are three types of vision: central vision, peripheral vision, and fringe vision. • Visual factors that may affect driving include: color blindness, depth perception, night vision, and glare. • Sensory distractions include: audio and cell phone. • Temporary and permanent disabilities may affect your driving. • Chronic illness may affect your driving.
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Evidence of Learning

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Summative Assessment

- Tests
- Activities
- Skills
- Applications

Equipment Needed: Textbooks, Interwrite board, Drive Right Videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos

Lesson Plans & Pacing Guide

Lesson #	Lesson Name	Time Frame (Days)
1	Emotions and Driving	1
2	Physical Senses and Driving	1

3	Review & Test	1
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Unit 7 Overview - Grade 10	
Content Area:	Drivers Education
Unit Title:	Alcohol, Drugs and Driving
Unit Summary This unit discusses the effect alcohol and other drugs have on driving safely. Students will learn how alcohol affects the mental and physical abilities needed for driving safely, as well as other alcohol facts. Students will learn how different drugs, including over-the-counter and prescription medicine, affect a driver. Students will also learn the effects of combining alcohol with drugs. In this unit, students will also learn about laws and procedures concerning the use of alcohol and driving, including implied consent and zero tolerance. Lastly, students will learn about positive and negative peer pressure, as well as the steps needed to make responsible decisions in response to peer pressure.	
Learning Targets	
Standards 2.3 Safety	
Drugs, Alcohol, Tobacco and controlled Dangerous Substances- N.J.S.A. 18A:40A-1	
CPE	Core Performance Expectation
2.3.12.PS.3	Summarize NJ motor vehicle laws and regulations, safe stops and determine their impact on health and safety.
2.3.12.PS.4	Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short and long term consequences of these actions.
2.3.12.DSDT.1	Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.
Unit Essential Questions - How does alcohol affect the mental and physical abilities needed for driving safely? - What is blood-alcohol concentration (BAC) - What factors affect blood-alcohol concentration? - What are the myths and truths about the use of alcohol? - What is the difference between over-the-counter medicine and prescription medicine? - How do depressants, stimulants and hallucinogenic drugs affect a driver? - What are the effects of combining alcohol with other drugs? - What is meant by the implied consent law?	

- What are zero tolerance levels of impairment?
- What actions should a driver take when stopped by a police officer?
- How do peer influences and peer pressure affect a person's decision about drinking and driving?
- What are five steps involved in making a responsible decision?
- What is the meaning of peer education?
- Why should peers share the responsibility of preventing friends from drinking and driving?
- What are five different ways to say no to peer pressure?

Unit Enduring Understandings

- Alcohol has many effects on the central nervous system, judgment and reasoning, vision, and reflexes.
- Blood-alcohol concentration (BAC) is the amount of alcohol detected in a person's bloodstream.
- A designated driver decides not to drink in order to stay sober so that he can drive without impairments.
- Over-the-counter medicines, prescription medicines, depressants, stimulants, and hallucinogens affect a driver's ability.
- Driving while intoxicated (DWI) and Driving under the influence (DUI) are terms to describe drivers who are convicted of operating a vehicle above the legal limit.
- Chemical testing and field sobriety testing are used to evaluate a person suspected of DWI or DUI.

Unit Learning Targets

Students will...

- Explain how alcohol affects the mental and physical abilities needed for driving safely.
- Define blood-alcohol concentration (BAC)
- List and explain the factors that affect blood-alcohol concentration.
- Compare myths and truths about the use of alcohol.
- Explain the difference between over-the-counter medicine and prescription medicine.
- Explain how depressants, stimulants, and hallucinogenic drugs affect a driver.
- Describe the effects of combining alcohol with other drugs.
- Explain what is meant by the implied consent law.
- Describe zero tolerance levels of impairment and how impairment can be detected and measured.
- Explain what actions a driver should take when stopped by a police officer.
- Describe how peer influences and peer pressure might affect a person's decision about drinking and driving.
- List five steps involved in making a responsible decision.
- Explain the meaning of peer education.
- Explain why everyone should share the responsibility of preventing friends from drinking and driving.
- Identify five different ways to say no to peer pressure.

Evidence of Learning

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work
- Checking concepts
- Lesson Summaries

Summative Assessment

- Tests
- Activities
- Skills
- Applications

Benchmark Assessment

NA

Alternative Assessment

Per UDL Principles

Equipment Needed: Textbooks, Interwrite board, Drive Right Videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos

Lesson Plans & Pacing Guide

Lesson #	Lesson Name	Time Frame (Days)
1	Effects of Alcohol on Driving Safely	2
2	Other kinds of drugs and driving	1
3	Traffic laws governing the use of alcohol and other drugs while driving	1
4	Coping with peer pressure while driving	1
5	Review & Test	2

Unit 8 Overview - Grade 10	
Content Area:	Drivers Education
Unit Title:	Distracted Driving
Unit Summary This unit discusses how to manage distractions that take focus away from the driving task. Students will learn about the difference between driver inattention and distracted driving. Students will also learn four categories of driving distractions. In this unit, students will learn about the five categories of inside-the-vehicle distractions and how a driver can reduce distractions inside the vehicle. Finally, students will learn about types of outside-the-vehicle distractions and how they differ from distractions inside the vehicle.	
Learning Targets	
Standards • 2.1 Personal and Mental Health • 2.3 Safety	
CPE#	Core Performance Expectation
2.3.12.PS.3	Summarize NJ motor vehicle laws and regulations, safe stops and determine their impact on health and safety.
2.1.12.EH.3	Describe strategies to appropriately respond to stressors in a variety of situations
Unit Essential Questions • What differentiates distracted driving from inattentive driving? • What steps and actions can drivers take to avoid driving inattentively or being distracted? • What categories are associated with inside-the-vehicle distractions? • What steps or actions can a driver do to reduce distractions inside their vehicle? • How does hands-free technology help drivers from becoming distracted? • What are the four categories of outside-the-vehicle distractions? • What might cause the driver of a vehicle to become a distraction to others?	
Unit Enduring Understandings	

- Distracted driving is different from inattentive driving.
- Drivers can take certain steps to avoid driving inattentively or being distracted.
- There are many categories associated with inside-the-vehicle distractions.
- Drivers can take certain steps or actions to reduce distractions inside their vehicle.
- Hands-free technology can help drivers from becoming distracted.
- There are four categories of outside-the-vehicle distractions.
- There are many causes of a driver of a vehicle to become a distraction to others?
- Drivers usually have very little control over outside-the-vehicle distractions.

Unit Learning Targets

Students will...

- Describe what is meant by driver inattention.
- Identify how distracted driving differs from inattentive driving.
- List the four categories of driving distractions.
- Describe what drivers can do to avoid driver inattention and distraction.
- Identify five different categories of inside-the-vehicle distractions.
- Explain why cell phone usage while driving can be distracting.
- Describe how a driver can reduce inside-the-vehicle distractions.
- Identify the categories of outside-the-vehicle distractions.
- Explain how outside-the-vehicle distractions differ from distractions inside the vehicle.
- Describe how the driver can avoid outside-the-vehicle distractions.
- Explain ways a driver can avoid becoming a distraction to others.

Evidence of Learning

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work
- Checking concepts
- Lesson summaries

Summative Assessment

- Tests
- Activities

- Skills
- Applications

Equipment Needed: Textbooks, Interwrite board, Drive Right Videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos

Lesson Plans & Pacing Guide

Lesson #	Lesson Name	Time Frame (Days)
1	Driver Inattention and Distractions	1
2	Distractions Inside/Outside of Vehicle	2
3	Review/Test	2

Unit 9 Overview - Grade 10	
Content Area:	Driver Education
Unit Title:	Negotiating Intersections
Unit Summary This unit discusses the skills needed to approach, enter and exit different types of intersections safely. These skills involved proper searching techniques, judgements of time, space, and distance; and yielding the right of way. Students will learn how to identify, search, and enter an intersection. Students will also learn to approach and negotiate an intersection at the proper times and distances. In this unit, students will learn about yielding the right of way in various situations and judging gaps, the amount of space and time needed to enter traffic safely. Students will also learn the correct procedures for negotiating and entering intersections controlled by signs or traffic lights. Students also learn about unprotected left turns and turns on red. Students will learn the correct procedures for approaching and negotiating an uncontrolled intersection, as well as how to identify who has the right of way. Students will also learn how to distinguish between passive and active railroad crossings and to proceed safely at railroad tracks. Lastly, students will learn the correct procedures for driving through roundabouts and how roundabouts benefit drivers and pedestrians.	
Learning Targets	
Standards 2.3 Safety	
CPE#	Core Performance Expectation
2.3.12.PS.3	Summarize NJ motor vehicle laws and regulations, safe stops and determine their impact on health and safety.

Unit Essential Questions • What factors make intersections particularly dangerous? • What actions should you take if you arrive at an intersection before a vehicle on your left arrives? • What are the three locations at an intersection where drivers must come to a full stop? • What should you predict when approaching an uncontrolled intersection? • In what direction should you check before you cross railroad tracks? • What lane should you be in to travel straight through an intersection?	Unit Enduring Understandings • Identifying intersections early will prepare you to merge with traffic or go straight through safely. • You must yield the right of way at Stop and Yield signs, at uncontrolled intersections, and as you enter roadways from alleys and driveways. Emergency vehicles always have the right of way. • Controlled intersections are regulated by traffic lights or Stop or Yield signs. • Uncontrolled intersections do not have traffic signs, signals, or markings to manage traffic. • As you approach an uncontrolled intersection, use the SIPDE Process. • Expect a train at all crossings and check for multiple track signs. Obey all active crossing controls. At passive crossings, look carefully, listen, and be prepared to stop. • At a roundabout, drivers can make a right or left turn, continue straight ahead, or complete a U-turn.
Unit Learning Targets <i>Students will...</i> • Explain how to identify an intersection • Describe the actions to take as you approach an intersection. • Describe what to do when you have a closed front zone at an intersection. • Identify the correct way to enter an intersection. • Define right of way. • Describe situations in which the driver must yield the right of way. • Predict how long it takes to cross and join traffic. • Describe the correct procedure for entering an intersection controlled by signs. • Describe the correct action to take at green, yellow and red traffic lights. • Explain the procedures for making unprotected and protected left turns and for turning on red. • Describe how to identify an uncontrolled intersection. • Identify the actions to take as you approach an uncontrolled intersection. • Describe some line-of-sight or path-of-travel restrictions you may encounter at intersections. • Identify who has the right of way at uncontrolled intersections.	

- Distinguish between passive and active railroad crossings.
- Identify the correct actions to be taken at railroad crossing.
- Identify how roundabouts benefit drivers and pedestrians.
- Compare the flow of traffic through a traffic circle to that of an intersection with a signal.
- Describe the correct procedures for driving through roundabouts.

Evidence of Learning

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Written summaries

Summative Assessment

- Tests
- Activities
- Skills
- Applications

Benchmark Assessment

NA

Alternative Assessment

Per UDL Guidelines

Equipment Needed: Textbooks, Interwrite board, Drive Right Videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos

Lesson Plans & Pacing Guide

Lesson #	Lesson Name	Time Frame (Days)
1	Determining Right of Way and Judging Gaps	1
2	Controlled/Uncontrolled Intersections/Railroad Crossings/Roundabouts	1
3	Review - Test	2

Unit 10 Overview - Grade 10	
Content Area:	Drivers Education
Unit Title:	Driving in Adverse Conditions
Unit Summary This unit teaches students techniques for safely managing the effects of hazardous weather on driving conditions. Students will learn how to properly handle a variety of situations with reduced visibility and lessons on night driving and proper use of high-beam and low-beam headlights. Students will also learn how to identify and properly handle a variety of reduced-traction situations. Students will also discuss techniques including hydroplaning, correcting skid situations, and controlled braking. Lastly, students will learn precautions for driving in extreme winds and temperatures and be able to identify extreme weather conditions that may require them to stop driving.	
Learning Targets	
Standards 2.3 Safety	
CPE#	Core Performance Expectation
2.3.12.PS.3	Summarize NJ motor vehicle laws and regulations, safe stops and determine their impact on health and safety.
Unit Essential Questions - How do you apply the SIPDE Process to manage risks in bad weather? - What can you do to help others see you at dawn and dusk? - What special driving techniques can you use for night driving? - What happens to traction during rain and snow? - What steps can you take to avoid hydroplaning? - How do you correct understeer skin in a front-wheel-drive vehicle? - How do you use controlled braking in a vehicle without ABS? - How can you control your vehicle in windy conditions? - What precautions can you take for driving in extremely hot or cold weather? - What should you do to maintain vehicle control during winter driving?	
Unit Enduring Understandings - When visibility is poor, slow down, allow extra space, and actively scan and search. - Proper use of high- and low-beam headlights helps drivers see better and prevents blinding by oncoming drivers.	

- Driving with your headlights on helps others see you, especially at dawn and dusk.
- Whenever the road surface is wet or snow-covered, traction is reduced.
- When a vehicle's tires rise on top of standing water, the tires lose traction and the vehicle does not respond to steering.
- Understeer and oversteer conditions, if not quickly corrected, can put a vehicle out of control.
- Strong side winds can cause your vehicle to shift lane positions.
- Extreme temperatures place demands on a vehicle's heating and cooling systems.
- Snow can adversely affect a driver's visions and a vehicle's traction.

Unit Learning Targets

Students will...

- Describe how to use the SIPDE Process to manage risks in situations involving poor visibility.
- Explain what you can do to help others see you at dawn and dusk.
- Describe the special techniques you can use for night driving.
- Explain the correct procedure to use at night when encountering an oncoming driver who fails to use low-beam headlights.
- Describe what happens to traction during rain and snow.
- Identify the steps to take to avoid hydroplaning.
- Describe how to correct an understeer skid situation.
- Explain how to use the controlled-braking technique.
- Explain how to maintain control of your vehicle in windy conditions.
- List precautions for driving in extremely hot or cold weather.
- Describe what to do to maintain vehicle control during winter driving.

Evidence of Learning

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work
- Lesson summaries

Summative Assessment

- Tests
- Activities
- Applications

Equipment Needed: Textbooks, Interwrite board, Drive Right Videos.		
Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos		
Lesson Plans & Pacing Guide		
Lesson #	Lesson Name	Time Frame (Days)
1	Reduced Visibility	1
2	Reduced Traction/Hydroplaning	1
3	Review & Test	2

Unit 11 Overview - Grade 10	
Content Area:	Drivers Education
Unit Title:	Emergencies
Unit Summary This unit discusses how to handle emergency conditions, including situations caused by vehicle malfunction and driver error. Students will learn how to react to common vehicle malfunctions including tire, brake, steering, and engine failure. Students will learn about how to get back on the road when two or more wheels are off the road, as well as when to use an emergency swerve. Students will also learn how to react to situations involving roadway hazards such as potholes, deep water and sharp curves. In this unit, students will learn how to avoid and reduce vehicle damage caused by various types of collisions and what immediate and follow-up steps to take if a collision occurs. Lastly, students will learn about financial liability and factors that affect the cost of insurance.	
Career Readiness, Life Literacies and Key Skills: 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances. 9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget. 9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim. 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).	
Computer Science and Design Thinking 8.1.12.CS.3: Compare the functions of application software, system software, and hardware (e.g. GPS systems, apps) 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis. 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).	
Interdisciplinary Standards RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.	

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

WIDA ELD SI.4-12.Inform

WIDA ELD SI.4-12.Explain

WIDA ELD LA.9-12.Inform.Expressive

Learning Targets

Standards

- 2.3 Safety

CPE

Core Performance Expectation

2.3.12.PS.3

Summarize NJ motor vehicle laws and regulations, safe stops and determine their impact on health and safety.

Unit Essential Questions

- How do you respond to a tire blowout?
- How can you compensate for steering failure?
- Why might it be better to swerve around a stopped car in front of you than to brake?
- What is the best way to avoid a pothole while staying in your lane?
- What is the first rule to remember when trying to reduce the effects of a collision?
- What is the first step to take if you are in a crash?
- What is the most important type of car insurance?
- What are four factors that can change insurance premiums?

Unit Enduring Understandings

- Engine failures include a flooded engine, an overheated engine, and an engine blowout.
- A total brake failure is, and needs to be treated as an extreme emergency.
- Rain, sleet, fog, and headlights that fail cause loss of forward vision.
- Driving completely or partially off-road is a dangerous situation.
- Knowing how to safely stop or swerve around a car ahead can avoid a crash.
- Normal roadway problems like potholes or debris in the road can cause damage to your car.
- Driving in water can create dangerous conditions you need to avoid.
- If a collision happens, taking immediate action can help reduce the consequences.
- Every state has a financial responsibility law that drivers must follow.

- There are different types of auto insurance.

Unit Learning Targets

Students will...

- List actions to take if a tire fails
- List the proper steps to follow if the brakes fail.
- Describe what to do in case of engine or steering failure.
- Explain what to do in case of loss of forward vision and vehicle fires.
- Explain how to get back on the road if four wheels are off the road.
- List the steps necessary to return to the road when two wheels are off the road.
- Explain when to use an emergency swerve.
- Describe how to reduce vehicle damage caused by potholes.
- Explain what to do if you enter a curve too fast.
- Tell how to escape from a vehicle that is sinking in water.
- Explain how to avoid or minimize head-on, side-impact, and rear-end collisions.
- List the immediate steps and the follow-up steps to take if a collision occurs.
- Explain financial responsibility law.
- List three factors that affect the cost of insurance.

Evidence of Learning

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work
- Checking concepts
- Lesson Summaries

Summative Assessment

- Tests
- Activities
- Skills
- Applications

Equipment Needed: Textbooks, Interwrite board, Drive Right Videos.		
Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos		
Lesson Plans & Planning Guide		
Lesson #	Lesson Name	Time Frame (Days)
1	Vehicle Malfunctions/Driver Errors	2
2	Roadway Hazards, Collisions, and Car Insurance	1
3	Review - Test	2

Unit 12 Overview - Grade 10	
Content Area:	Drivers Education
Unit Title:	Planning Your Travel & Taking the New Jersey State Driver's Written Exam
Unit Summary This unit discusses important details drivers should consider before taking long trips or driving in their communities. Students will learn how vehicles affect the environment, as well as how drivers can reduce the effects driving has on the environment. Students will also learn how to prepare for and what questions to ask before making short trips. In this unit, students will learn how to prepare for long-distance travel and how maps and GPS help drivers find their destination. Lastly, students will learn how maneuvering special vehicles differs from maneuvering passenger vehicles and the special equipment needed when pulling a trailer. Finally, students will take the New State Driver's Education Exam	
Career Readiness, Life Literacies and Key Skills: 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGL.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	
Computer Science & Design Thinking: 8.1.12.CS.3: Compare the functions of application software, system software, and hardware (e.g. GPS systems, apps) 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis. 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).	
Interdisciplinary Standards RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem. W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. WIDA ELD SI.4-12.Inform	

WIDA ELD SI.4-12.Explain

WIDA ELD LA.9-12.Inform.Expressive

Standards

- **2.3 Safety**

Learning Targets

CPE #

Core Performance Expectation

2.3.12.PS.3

Summarize NJ motor vehicle laws and regulations, safe stops and determine their impact on health and safety.

Unit Essential Questions

- Why do owners of older cars have to be concerned about environmental concerns?
- How does an on-board diagnostic system help protect the environment?
- What effect does driving with a cold engine have on fuel efficiency?
- Why is it important to do a routine check of tire pressure, coolant level, and windshield-washer fluid when you fill your fuel tank?
- How can you use a map's legend to plan your travel?
- What is a GPS receiver and how can it help you find a destination?
- How can the Internet help you with trip planning?
- Why is vehicle preparation important?
- How is driving a special vehicle different from driving a passenger vehicle?
- Why is it important to distribute weight in a trailer?
- What systems do you need to check before pulling a trailer?
- What are the required rules of the road that a driver must know in order to successfully obtain a drivers license in the state of New Jersey?

Unit Enduring Understandings

- Air pollutants, such as CFCs from automobile air conditioners, are eroding the ozone layer.
- Before driving, consider whether the trip is necessary and whether or not you have enough time.
- Know your route and destination before heading on a trip.
- Using satellites, the GPS can pinpoint your exact location on Earth.
- Maps are an essential component of any long-distance trip.
- Before any long trip, check brakes, exhaust, steering, engine, and accessory systems.

- Special vehicles have a limited range of visibility to the side and behind the vehicle.
- When driving a special vehicle, increase your following distances to four or more seconds.
- In order to drive an RV with a trailer safely you must know how to attach and load the trailer.
- Understanding New Jersey State driving laws to obtain a license and practice safe driving habits.

Unit Learning Targets

Students will...

- Describe how vehicles affect the ozone layer and the environment.
- Explain how drivers can reduce the effects of driving on the environment.
- Identify two questions you should ask yourself before making a short trip.
- Describe two things you can do to simplify a short trip.
- Explain how a GPS receiver can help you find your destination.
- Explain how to use the index and legend on a map.
- List the steps necessary to prepare your vehicle for a long trip.
- List ways to prepare yourself for long-distance travel.
- Explain how maneuvering a special vehicle is different from maneuvering a passenger vehicle.
- Describe the special equipment needed when pulling a trailer.

Evidence of Learning

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work
- Checking Concepts
- Lesson Summaries

Summative Assessment

- Tests
- Activities
- Skills
- Applications
- Road Trip Project

Benchmark Assessment

State Driver's Exam

Alternative Assessment

NA

Equipment Needed: Textbooks, Interwrite board, Drive Right Videos.

Teacher Resources: Drive Right textbook, Drive Right study companion, Drive Right videos

Lesson Plans & Pacing Guide

Lesson #	Lesson Name	Time Frame (Days)
1	Environmental Concerns	1
2	Local Travel - Long Distance Travel	1
3	Special Vehicles and Trailers	1
4	Review Game & Test	2
5	State Driver's Exam	1

GRADE 11

Unit 1 Overview - Grade 11	
Content Area: Health	
Unit Title:	Emergency Situations: Cardiac Emergencies and CPR/AED
Unit Summary	Students will learn how to deal with emergencies. Students will explore their role in the EMS system, purpose of Good Samaritan laws, how to gain consent, and how to reduce risk of disease transmission while giving care. Students will learn what signals to look for if one suspects a person is having a heart attack or has gone into cardiac arrest. This unit will also explore how to care for a person having a heart attack and how to perform CPR.
Career Readiness, Life Literacies, & 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. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
Computer Science and Design Thinking:	8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.
Interdisciplinary Standards	RI.MF.11–12.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem. W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. WIDA ELD SI.4-12.Inform WIDA ELD SI.4-12.Explain WIDA ELD LA.9-12.Inform.Expressive

Standard 2.1 Personal and Mental Health 2.3 Safety CPR/AED Instruction -N.J.S.A. 18A:35-4.28-4.29	
Learning Targets	
CPE#	Core Performance Expectation
2.1.12.CHSS.2	Develop an advocacy plan for a health issue and share this information with others who can benefit.
2.1.12.CHSS.5	Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
2.3.12.HCDM.4	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries
Essential Questions • Why is it important to understand basic first aid procedures? • What are the basic safety precautions to be taken in emergency situations? • What is the Chain of Survival and how is the EMS system activated? • What are the basic steps of CPR? • What are the basic steps of using an AED? • What are the implications of not knowing how to correctly perform CPR/AED? • What can you do to prevent heart disease?	
Enduring Understandings • First aid and safety guidelines are extensive, yet important to help maintain personal wellness as well as to keep safe in emergency situations. • Recognizing life-threatening conditions is essential to a victim's survival. • Even though there is a hereditary connection for heart disease, people can actively work to prevent it through an active, healthy lifestyle. • Using CPR and an AED if available can assist in keeping a person alive until trained help arrives.	

- Heart disease is preventable.

Unit Learning Targets

Students will...

- Describe how to recognize an emergency
- Describe how to prioritize care for injuries and sudden illnesses
- Describe the purpose of the Good Samaritan laws
- Identify the difference between expressed and implied consent
- Explain how to reduce the risk of disease transmission when giving care
- Explain when to move an injured or ill person from a dangerous situation
- Describe how to minimize the effects of shock
- Demonstrate how to check an unconscious person for life-threatening conditions
- Recognize the signals of cardiac emergency
- Identify the links in the Chain of Survival
- Describe how to care for a heart attack
- List the causes of cardiac arrest
- Explain the role of CPR in cardiac arrest
- Demonstrate how to perform CPR

Evidence of Learning

Formative Assessments

- Class discussions
- Student demonstrations
- Group Work
- Teacher Observation
- Class work

Summative Assessment (3 days)

- CPR skills Test
- Written Test

Equipment Needed: Manikins, alcohol, gauze, breathing barriers

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross Masters of Disaster Educator's Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross

Digital Media: First Aid/CPR/AED Manual, American Red Cross

Lesson Plans & Pacing Guide

Lesson #	Lesson Name	Time Frame (Days)
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1	Your role in EMS/Recognizing Emergencies/Deciding to Act/Activating EMS	1
2	Basic First Aid Steps	1
3	Conscious/Unconscious Person	1
4	Good Samaritan Law - Video	1
5	Shock-Managing Emergency	1
6	Emergency Scenario Cards	1
7	Anatomy of a Heart	1
8	Coronary Heart Disease	1
9	Adult/Child/Infant CPR/AED	1
10	Advanced Directives	1
11	CPR/AED Skill Testing	2
12	NJ Heart and Stroke Prevention Program Project - Develop and share an advocacy plan with someone who would benefit.	3

Unit 2 Overview - Grade 11

Content Area: Health

Unit Title: Breathing Emergencies

Unit Summary

This unit explains the various types of breathing injuries, such as choking, respiratory arrest. In breathing emergencies, seconds count so students must learn to react at once. This unit discusses how to recognize and care for breathing emergencies.

Career Readiness, Life Literacies, & 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.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

Computer Science and Design Thinking:

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Interdisciplinary Standards

RI.MF.11–12.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

WIDA ELD SI.4-12.Inform

WIDA ELD SI.4-12.Explain

WIDA ELD LA.9-12.Inform.Expressive

Learning Targets	
Standards: 2.1 Personal and Mental Health 2.3 Safety CPR/AED Instruction -N.J.S.A. 18A:35-4.28-4.29	
CPE#	Core Performance Expectation
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).
2.3.12.HCDM.4	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries
Unit Essential Questions • What are the steps necessary to assist a responsive or unresponsive victim? • How do I know if someone is choking? • What is the Heimlich maneuver? • What are the limitations of the Heimlich maneuver?	
Unit Enduring Understandings • Being able to recognize and properly treat breathing emergencies could save a life.	
Unit Learning Targets <i>Students will...</i> • Recognize the signals of a breathing emergency • Identify conditions that cause respiratory distress and arrest • Describe the care for a person in respiratory distress and arrest • Demonstrate how to care for a person who is choking • Discuss signs and care for allergic reactions	
Evidence of Learning	
Formative Assessments • Class discussions • Student demonstrations	

- Group Work
- Teacher Observation
- Class work

Summative Assessment (1 day)

- Written Test

Benchmark Assessment

NA

Alternative Assessment

Per UDL Principles

Equipment Needed:

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross Masters of Disaster Educator's Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross Digital Media: First Aid/CPR/AED Manual, American Red Cross; [Model of Cellular Respiration](#)

Lesson Plans & Pacing Guide

Lesson #	Lesson Name	Time Frame (Days)
1	Respiratory Distress and Arrest	1
2	Asthma, COPD, Emphysema	1
3	Bronchitis, Croup, Hyperventilation	1
4	Allergic Reaction & the Epiglottitis	1
5	Conscious Choking Adult and Child- Heimlich Maneuver	1/2
6	Unconscious Choking Adult and Child- Heimlich Maneuver	1/2
7	Remediating Choking - Skills Test	1

Unit 3 Overview - Grade 11	
Content Area:	Health
Unit Title:	Medical Emergencies
Unit Summary This unit focuses on various types of sudden illnesses. Students will learn how to recognize signals of fainting, seizures, stroke, diabetic emergencies, allergic reactions, poisoning and substance abuse. During this unit students will learn how to care for specific illnesses, even if the exact cause is not known. This unit also introduces various environmental emergencies including heat and cold related emergencies, Covid 19, bites, stings, and poisonous plants. Students will also learn how to avoid being struck by lightning. Students will learn the importance of checking themselves for ticks after being outside to prevent contracting lyme disease.	
Career Readiness, Life Literacies, & 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. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).	
Computer Science and Design Thinking: 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.	
Interdisciplinary Standards RI.MF.11–12.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem. W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical	

processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

WIDA ELD SI.4-12.Inform

WIDA ELD SI.4-12.Explain

WIDA ELD LA.9-12.Inform.Expressive

Learning Targets

Standards:

2.1 Personal and Mental Health

2.3 Safety

Lyme Disease Prevention N.J.S.A. 18A:35-5.1

Climate Change: The impact of climate change on human health is a significant threat to our way of life. Human induced climate change is increasing nationwide. Rising greenhouse gas, increasing temperature changes, the changes of intensity of extreme weather events and the rising sea levels are endangering our food supplies, the quality of the air we breathe, and increasing diseases through our water, and through transmitted vector diseases from mosquitoes and ticks. No one is exempt, some people will be exposed to threats sooner and others are exposed to these threats not previously experienced in their region or location. This is also true to our health and physical education students who are thrust into this complex issue in where they live. Through comprehensive health and physical education, students have opportunities in class and through design thinking programs to foster the skills associated with complex, creative problem solving and promote a work culture to build capacity for economic and social change. The goal is to raise awareness, understand how to leverage resources in their community and to create solutions for a healthier future of a lifestyle of wellness.

CPE	Core Performance Expectation
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.7	Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).
2.1.12.CHSS.8	Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
2.3.12.HCDM.4	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries.

Unit Essential Questions

- Why is it important to treat injuries in a timely manner as well as take all injuries seriously?
- How can knowing the causes of sudden illnesses help avoid them in the first place?
- What are basic first aid measures that can be taken to assist the injured person prior to medical help arriving?

Unit Enduring Understandings

- Injuries that initially appear minor can often be more serious.
- Illnesses can happen anytime, one must be knowledgeable and aware of the potential symptoms.

Unit Learning Targets

Students will...

- Identify the signals of common illnesses
- Describe how to care for common sudden illnesses
- Describe how to care for someone who is having a seizure
- Analyze signs, risk factors and care for a stroke
- Discuss warning signs, types and care for a diabetic emergency
- Discover causes, signs and care for allergic reaction
- Identify signals, care for and types of poisoning.

Evidence of Learning

Formative Assessments

- Class discussions
- Student demonstrations
- Group Work
- Teacher Observation

Class work

Summative Assessment (1 day)

- Written Test

Benchmark Assessment

NA

Alternative Assessment

Per UDL Guidelines

Equipment Needed:

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross Masters of Disaster Educator's Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross Digital Media: First

Lesson Plans & Pacing Guide

Lesson #	Lesson Name	Time Frame (Days)
1	General Sudden Illness	1
2	Fainting and Seizures	1
3	Stroke	1
4	Diabetic Emergencies	1
5	Allergic Reactions and Poisoning	1
6	Test	1
7	Heat and Cold Related Illnesses	1
8	Bites and Stings	1
9	Climate Change: Lyme Disease/West Nile	1
10	Spider and Snake Bites	1
11	Poisonous Plants	1
12	Weather-Related Emergencies - Flooding/Lightning	1
13	Review	1
14	Test	1

Unit 4 Overview - Grade 11	
Content Area:	Health
Unit Title:	Soft Tissue Injuries and Injuries to Muscle, Bones and Joints
Unit Summary This unit teaches soft tissue injuries, including closed wounds, open wounds, and burns. We will explore the differences between major and minor wounds and between different types of burns. In this unit students will also explore the signals of muscle, bone and joint injuries and how to care for these injuries. Students will also learn how to recognize and treat head, neck and spinal injuries.	
Learning Targets	
Career Readiness, Life Literacies, & 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. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).	
Computer Science and Design Thinking: 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.	
Interdisciplinary Standards RI.MF.11–12.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem. W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. WIDA ELD SI.4-12.Inform WIDA ELD SI.4-12.Explain WIDA ELD LA.9-12.Inform.Expressive	

Standards: 2.1 Personal and Mental Health 2.3 Safety	
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).
2.3.12.HCDM.4	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries.
Unit Essential Questions • What are the proper steps for controlling a bleeding emergency? • How do you determine if the victim is exhibiting signs of shock? • How do you determine proper treatment for a musculoskeletal injury? • What are the basic first aid procedures for people sustaining a head, neck or back injury? • How do you determine whether or not to transport the victim?	
Unit Enduring Understandings • Students will be able to understand that wounds and bleeding are common injuries that must be handled with a sense of urgency. • Shock is a life-threatening emergency that can occur with any type of injury or illness. • Understanding how to treat musculoskeletal injury could have a major impact on the severity of the injury and the rehabilitation process.	
Unit Learning Targets <i>Students will...</i> • Identify signals of various soft tissue and musculoskeletal injuries • Demonstrate how to care for various soft tissue and musculoskeletal injuries • Demonstrate how to control external bleeding • Investigate how to prevent infections • Categorize types of burns and discuss how to care for various burns • Explain how to care for severed body parts, embedded objects, nose, mouth, and tooth injuries • Discuss signals and care for chest and abdominal injuries • Categorize types of musculoskeletal injuries	

- Identify signals of head, neck and spinal injuries
- Demonstrate how to care for muscle, bone or joint injuries
- Demonstrate how to care for head, neck and spinal injuries
- Demonstrate how to splint a muscle, bone or joint injuries
- Investigate risk factors, prevention and care of osteoporosis
- Demonstrate how to splint an injury
- Assess the state's concussion rules, by analyzing current data
- Discuss signs and care for chest and pelvic injuries

Evidence of Learning

Formative Assessments

- Class discussions
- Student demonstrations
- Group Work
- Teacher Observation

Summative Assessment (3 days)

- Written Quiz
- Skill Tests

Equipment Needed:

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross Masters of Disaster Educator's Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross Digital Media: First Aid/CPR/AED Manual, American Red Cross

Lesson Plans & Pacing Guide

Lesson #	Lesson Name	Time Frame (Days)
1	Closed Wounds/Open Wounds-Preventing infection	1
2	Bandaging/Tourniquets	1
3	Chemical & Electrical Burns	1
4	Fun in the Sun-Avoiding sun exposure	1
5	Test	1
6	Fractures, Dislocations, & Sprains	1
7	RICE-Splinting and injury	1

8	Head, Neck and Spinal Injuries/concussions	1
9	Chest and Pelvic Injuries	1
	Skill Test	1

Unit 5 Overview - Grade 11	
Content Area:	Health
Unit Title:	Anaphylaxis and Epinephrine Auto-Injectors
Unit Summary	In this unit students will discuss how to identify the signals of anaphylaxis. They will also learn what care to give to a person in anaphylactic shock, which may include helping the person use an epinephrine auto-injector.
Career Readiness, Life Literacies, & 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. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
Computer Science and Design Thinking:	8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.
Interdisciplinary Standards	RI.MF.11–12.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem. W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. WIDA ELD SI.4-12.Inform WIDA ELD SI.4-12.Explain WIDA ELD LA.9-12.Inform.Expressive
Learning Targets	

Standards: 2.1 Personal and Mental Health 2.3 Safety	
CPE	Core Performance Expectations
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).
2.3.12.HCDM.4	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries.
Unit Essential Questions • How do you keep yourself from danger, when participating in recreational activities? • Who is more susceptible to accidents? • How can learning first aid lead to a happy, healthy and successful lifestyle now and in the future?	
Unit Enduring Understandings • Learning first aid will allow an individual to take responsibility for their own choices, which is an essential step for developing and maintaining a healthy lifestyle.	
Unit Learning Targets <i>Students will...</i> • Identify the signals and common allergens of anaphylaxis • Describe what care to give to a person in anaphylactic shock • Demonstrate how to help a person administer epinephrine auto-injector	
Evidence of Learning	
Formative Assessments • Class discussions • Student demonstrations • Group Work • Teacher Observation • Class work Summative Assessment (1 day) - performance-based Benchmark Assessment	

NA

Alternative Assessment

Per UDL Guidelines

Equipment Needed: Practice epinephrine auto-injector

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross Masters of Disaster Educator's Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross DVD: First Aid/CPR/AED Manual, American Red Cross

Lesson Plans & Pacing Guide

Lesson #	Lesson Name	Time Frame (Days)
1	Allergic Reaction	1
2	Assisting with an epinephrine auto-injector	1

Unit 6 Overview - Grade 11	
Content Area:	Health
Unit Title:	Nutrition and Overall Wellness
Unit Summary: Students will be able to understand the many facets of wellness. Students will understand the three sides of the health triangle and why it is important to balance all three. Students will understand how genetics can play a part in their overall health. Students will make the connection between nutrition and fitness and how both need to balance each other to lead a healthy lifestyle. Students will discuss the effects of climate change on the food supply chain, the quality of the air they breathe, increasing diseases through the water they drink and vector diseases from mosquitoes, and ticks. This unit will also provide information about the physical, emotional, and behavioral symptoms of grief; coping mechanisms and techniques for handling grief and loss; and resources available to students, including in-school support, mental health crisis support, and individual and group therapy.	
Career Readiness, Life Literacies, & 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. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).	
Computer Science and Design Thinking: 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.	
Interdisciplinary Standards RI.MF.11–12.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem. W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	

WIDA ELD SI.4-12.Inform
WIDA ELD SI.4-12.Explain
WIDA ELD LA.9-12.Inform.Expressive

Learning Targets

Standards

2.1 Personal and Mental Health

2.3 Safety

Personal Growth and Development

Emotional Health

N.J.S.A 18A Grief

Community Health Services and Support

Health Conditions, Diseases and Medicines

CPE#	Core Performance Expectations
2.2.12.N.1	Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
2.2.12.N.2	Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
2.2.12.N.3	Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
2.2.12.N.4	Implement strategies and monitor progress in achieving a personal nutritional health plan. Research recent trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
2.2.12.N.5	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.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.CHSS.8	Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.

Unit Essential Questions

- What is wellness?
- What are the three sides of the health triangle?
- How does each side impact one another?
- What are the major factors that impact your health?
- What are the components of fitness and can you identify examples for each component?
- Can you identify healthy and nutritionally rich foods?
- How does a personal commitment to healthy choices reduce one's risk for disease, health conditions and injuries?
- What other components make up wellness? (physical, emotional, mental, & social wellness)
- How does family genetics factor into one's health?
- How has climate change affected the food we eat?
- How has climate change affected the quality of the air we breathe?
- How has climate change changed the overall quality of the water that we drink?
- What is grief? How does one cope with grief?

Unit Enduring Understandings

- Staying healthy is a lifelong process that includes many dimensions of wellness.
- Wellness is achieved by balancing all three sides of the health triangle. Social, emotional and physical health.
- The components of fitness. Muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition.
- How to choose a healthy diet and why your body benefits from it.
- How and why exercise also promotes good health and longevity.
- Recognizing calories and nutrition in carbohydrates, proteins and fats.
- How to balance diet and exercise.
- The importance of hygiene.
- The importance of knowing one's family history.
- Poor air quality due to greenhouse gasses is affecting the food being grown, air quality being breathed in and water being consumed.
- Climate change is affecting everyone's overall wellness.
- Grief is the emotional or physical response to loss.

Unit Learning Targets

Students will...

- Responsible actions regarding behavior can impact the development and health of oneself and others.
- Individual actions, genetics, and family history can play a role in an individual's personal health.
- The health triangle represents physical, social and emotional health.
- There are 5 components of fitness.
- Personal hygiene is a crucial life skill to practice throughout life
- There are many types of grief and ways to cope with each type.

Evidence of Learning

Summative Assessment-Project

Pre assessment

- Triangle health
- Influences on your health
- Guided notes
- Autobiography
- Venn diagrams
- Fast food assignments
- Worksheets

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Teacher Resources

- BrainPOP
- Nutrition
- Fitness
- Obesity
- [Grief, Loss and Bereavement](#) resources (NJDOE)
- [Grief \(TeensHealth\)](#)

Digital Media Suggestions

- Online primary sources and video resources
- Supersize Me video
 - Earth School: <https://ed.ted.com/earth-school>

Lesson Plans & Pacing Guide

Lesson #	Lesson Name	Time Frame (Days)
1	Health triangle and social media	1
2	Components of fitness	2
3	Benefits of exercise	1
4	Climate change and the overall effects on wellness and nutrition	1
5	Grief, Loss & Bereavement & Ways to Cope	2
6	Review-Test	2

Unit 7 Overview - Grade 11	
Content Area:	Health Grade 11
Unit Title:	Fire Safety
Unit Summary In this unit students will learn that fire safety in the home and school is essential. Students will be taught to prevent fires and what to do in case of a fire.	
Career Readiness, Life Literacies, & 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. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).	
Computer Science and Design Thinking: 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.	
Interdisciplinary Standards RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. WIDA ELD SI.4-12.Inform WIDA ELD SI.4-12.Explain WIDA ELD LA.9-12.Inform.Expressive	
Learning Targets	

Standards:**2.1 Personal and Mental Wellness****2.3 Safety****Accident and Fire Prevention N.J.S.A 18A:6-2**

CPE #	Core Performance Expectations
2.3.12.PS.1	Apply thoughtful decision- making process to evaluate situations that could lead to healthy and unhealthy consequences

Unit Essential Questions

- How can I prevent fires?
- What should I do if a fire occurs?
- Why is important to know where exits are when you are outside the home (restaurant, theater)
- Why is it important to have a fire safety plan?
- Why should I have an emergency go bag always ready?

Unit Enduring Understandings

- Being educated in fire safety, protecting your property, and developing a fire safety plan will reduce one's chances from being injured by a fire.
- Knowing where fire exits are located when outside of your home can make the difference between life and death.

Unit Learning Targets

Students will...

- Develop a fire safety plan for home
- Help students evaluate the ways their families use fire and the safety of their homes from fire hazards
- Discuss fire safety in hotels
- Investigate product warning labels and fire safety

Evidence of Learning**Formative Assessments**

- Class discussions
- Student demonstrations
- Group Work
- Teacher Observation
- Class work

Summative Assessment (1 day)

- Home Safety Plan

Benchmark Assessment

NA

Alternate Assessment

Per UDL Principles

Equipment Needed:

Teacher Resources: Textbook: First Aid/CPR/AED Manual, American Red Cross Masters of Disaster Educator's Kit, American Red Cross A Family Guide to First Aid and Emergency Preparedness, American Red Cross
Digital Media: First Aid/CPR/AED Manual, American Red Cross

Lesson Plans & Pacing Guide

Lesson #	Lesson Name	Time Frame (Days)
1	Checklist -Emergency go bag/Fire Safety Plan	1
2	Fire Safety Outside of Home	1
3	Protecting Your Property	1
4	Designing a Safety Plan for Your Home	1
5	Home Safety Plan Presentations	1

GRADE 12

Unit 1 Overview - Grade 12	
Content Area:	Health
Unit Title:	Sexuality, Abstinence, & Birth Control Methods
Unit Summary This unit will help students learn the facts about birth control methods. Students will be able to identify different birth control methods. The types of birth control methods discussed are: abstinence; oral contraceptives; vaginal ring; injectable contraceptives; skin patch; barrier methods; intrauterine devices; fertility awareness methods; sterilization methods and unreliable methods. Students will be able to state facts about each birth control method: how they work; instructions for correct use; effectiveness; side effects; and cost. Abstinence from sex is discussed as the most effective birth control method.	
Career Readiness, Life Literacies, & 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. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.	
Computer Science and Design Thinking: 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.	

Interdisciplinary Standards

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

WIDA ELD SI.4-12.Inform

WIDA ELD SI.4-12.Explain

WIDA ELD LA.9-12.Inform.Expressive

Learning Targets

Standards

- **2.1 Personal and Mental Health**

Stress Abstinence (N.J.S.A 18A:35-4.19-20)

CPE#	Core Performance Expectation
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.
2.1.12.SSH.9	Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
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.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.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.

Unit Essential Questions

- What are ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior?
- What is abstinence from sex?
- What are the benefits of abstinence?
- What are birth control methods?
- What are the different types of birth control methods?
- What are the different types of oral contraceptive pills?
- What is an injectable progestin?
- How does the vaginal ring work?
- How does a skin patch work?
- What are spermicides?
- What are diaphragms and cervical caps?
- How do male and female condoms work?
- What is an intrauterine device?
- How does the basal body temperature method work?
- What are the calendar method and mucus method?
- What are sterilization methods available for men and women?
- How do I determine if my birth control method is reliable?
- What are strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others?
- What are factors that could keep someone from leaving an unhealthy relationship?
- What are the laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media?

Unit Enduring Understandings

- Birth control methods are ways to alter the conditions necessary for conception or pregnancy to occur.
- The types of birth control methods are: abstinence; oral contraceptives; vaginal ring; injectable contraceptives; skin patch; barrier methods; intrauterine devices; fertility awareness methods; sterilization methods; and unreliable methods.
- You must know how each birth control method works, instruction for correct use, and effectiveness. Side effects, who should use it or not, and the cost.

- Abstinence from sex is the only birth control method that is 100%..
- The combination pill, the progestin-only pill, and the extended cycle pills are oral contraceptives.
- The vaginal ring is placed in the vagina each month to prevent pregnancy.
- Injectable progestin is a shot of synthetic progesterone that is given every 3 months.
- The skin patch is a soft, thin, plastic patch that is worn on the skin to prevent pregnancy.
- Spermicides contain chemicals that kill sperm.
- The diaphragm and cervical caps fit over the cervix to prevent sperm from entering the uterus.
- The male condom and female condoms are barrier methods.
- The IUD is a small device that fits into the uterus to prevent pregnancy.
- The basal body temperature method, the calendar method, and the mucus methods are all methods used to predict when ovulation will occur.

Unit Learning Targets

Students will...

- Explain why abstinence from sex is the most effective method of birth control.
- Explain that learning facts about birth control methods help you prepare for adulthood, when you might choose to marry and plan a family.
- Identify kinds of birth control methods.
- State facts about different birth control methods: how they work; instructions for correct use; effectiveness; other benefits from correct use; side effects; who should not use; and cost.
- Understand NJ's Consent Law and how to remain safe in a relationship

Evidence of Learning

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Summative Assessment

- Tests
- Activities
- Skills
- Applications

Benchmark Assessment

NA

Alternative Assessment

Per UDL Principles

Equipment Needed: Textbooks, Interwrite board

Teacher Resource:

Lesson Plans & Pacing Guide

Lesson #	Lesson Name	Time Frame (Days)
1	Boundaries, Consent, & Safety (State and Federal Laws related to Minors)	2 days
2	Abstinence	1 day
3	About Birth Control Methods	5 days
4	Review & Test	2 days

Unit 2 Overview - Grade 12	
Content Area:	Health
Unit Title:	Pregnancy and Childbirth
Unit Summary The unit will discuss lifestyle habits that potential parents should adopt before trying to have a baby. Students will be able to explain the process of fertilization and conception. Students will also be able to explain how a baby's sex and inherited traits are determined. This unit will discuss the development of the embryo and fetus and the effects of pregnancy on the mother and father to be. The students will discuss the risks associated with teen pregnancy and how birth defects are determined. Childbirth preparation and pain management will be discussed, as well as the postpartum period including breastfeeding and parental bonding.	
Career Readiness, Life Literacies, & 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. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.	
Computer Science and Design Thinking: 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.	

Interdisciplinary Standards

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

WIDA ELD SI.4-12.Inform

WIDA ELD SI.4-12.Explain

Science:

HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

Learning Targets

Standards

2.1 Personal and Mental Health

N.J.S.A. 18A:35-4.19-20- Also known as the “AIDS Prevention Act of 1999”, requires sex education programs to stress abstinence.

N.J.S.A 18A:35-4.40 &18A:35-4.41 Safe Haven Infant Protection Act

CPE#	Core Performance Expectation
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.PP.4	List the major milestones of each trimester of fetal development utilizing medically accurate information.
2.1.12.PP.5	Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics)

2.1.12.PP.6	Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption
2.1.12.PP.7	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
2.1.12.PP.8	Assess the skills needed to be an effective parent.
2.1.12.PP.9	Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
2.1.12.CHSS.3	Explain the purpose of the Safe Haven Law and identify locations in your community.
2.1.12.CHSS.4	Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).

Essential Questions

- What lifestyle habits are important to adopt before trying to have a baby?
- What is fertilization?
- What are reproductive technologies?
- How are pregnancy and estimated due date determined?
- How is a baby's sex and inherited traits determined?
- How important is prenatal care?
- How does the embryo and fetus develop?
- What are the effects of pregnancy on the mother and father to be?
- What are the risk behaviors and risk situations for HIV transmission?
- What is the progression of HIV infection and AIDS?
- What is an opportunistic infection?
- How can I reduce the risk of HIV infection?
- What are the typical conditions that may occur during pregnancy?
- How are birth defects detected?
- What are the risks associated with teen pregnancy?
- How does the mother prepare for childbirth and pain management?
- What happens during each of the three stages of labor?
- What is breastfeeding?
- What is parental bonding?

- What is the safe haven act?

Unit Enduring Understandings

- And participate in physical activity and fitness.
- Fertilization is the union of a sperm and ovum.
- A pregnant woman should have a healthy diet, use medicines responsibly, live a drug free lifestyle.
- There are many ways to increase fertility and the probability of conception.
- Assisted reproductive technologies include intrauterine insemination and in vitro fertilization.
- There are many ways to detect pregnancy.
- Prenatal care should begin as soon as conception has occurred.
- An ultrasound is a diagnostic technique that uses sound waves to create images of the developing baby.
- There are three trimesters of pregnancy.
- There are many atypical conditions that may develop during pregnancy including pseudocyesis, ectopic pregnancy, multiple births, miscarriage, and premature birth.
- Amniocentesis and CVS are screening tools for determining birth defects.
- Teenage pregnancy is risky for many reasons.
- There are many ways to prepare for childbirth.
- There are pain management options during labor.
- There are 3 stages of labor.
- Breastfeeding facilitates the bonding between mother and child.
- Bonding is a process in which people develop a feeling of closeness

Unit Learning Targets

Students will...

- Discuss lifestyle habits that potential parents should adopt before trying to have a baby.
- Explain fertilization.
- Discuss male and female infertility.
- Discuss assisted reproductive technologies.
- Explain how pregnancy and estimated due date are determined.
- Explain how a baby's sex and inherited traits are determined.
- Discuss the importance of prenatal care.
- Describe the development of the embryo and fetus.
- Discuss the effects of pregnancy on the mother to be and the father to be.
- Identify atypical conditions that may occur during pregnancy.
- Discuss childbirth preparation and pain management.

- Discuss what happens during each of the three stages of labor.
- Explain Safe Haven Infant Protection Act
- Discuss the postpartum period including breastfeeding and parental bonding.

Evidence of Learning

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Summative Assessment:

- Tests
- Activities
- Skills
- Applications

Benchmark Assessment

NA

Alternative Assessment

Per UDL Principles

Equipment Needed: Textbooks, Interwrite board

Lesson Plans & Pacing Guide

Lesson #	Lesson Name	Time Frame (Days)
1	About Pregnancy and Childbirth	1
2	Lifestyle Habits of Potential Parents	1
3	The Process of Conception	1
4	Prenatal Care and Effects of Pregnancy	1
5	Atypical Conditions During Pregnancy and Birth Defects	1
6	Childbirth Preparation and Stages of Labor	1
7	Postpartum Period- Safe Haven Act	1
8	Review/Test	2

Unit 3 Overview - Grade 12

Content Area: Health

Unit Title: Sexually Transmitted Infections

Unit Summary

The unit will focus on risk behaviors and risk situations for transmission of Sexually Transmitted Infections (STIs). Students will discuss the cause, transmission, symptoms, diagnosis, and treatment for common STIs. Students will also learn ways to reduce the risk of infection with STIs. Lastly, students will outline resistance skills to resist pressure to engage in risk behaviors and the risk situations for infections with STIs.

Career Readiness, Life Literacies, & 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.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

Computer Science and Design Thinking:

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Interdisciplinary Standards

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

WIDA ELD SI.4-12.Inform

WIDA ELD SI.4-12.Explain

WIDA ELD LA.9-12.Inform.Expressive

Learning Targets

Standards

2.1 Personal and Mental Health

2.3 Safety

N.J.S.A. 18A:35-4.19-20- Also known as the “AIDS Prevention Act of 1999”, requires sex education programs to stress abstinence.

CPE#	Core Performance Expectation
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
2.3.12.HCDM.3	Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP)
2.1.12.EH.1	Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

Unit Essential Questions

- What are the risk behaviors and risk situations for transmission of STIs?
- What are the causes of STIs?
- How are STIs transmitted?
- What are the symptoms of STIs?
- How can I reduce the risk of infection with STIs?
- What are the resistance skills to use to resist pressure to engage in the risk behaviors and risk situations for infections with

STIs?

- What are the Universal Precautions for Health Care Workers?
- What is abstinence from sex the most effective method of preventing transmission of STIs?
- What are the risk behaviors and risk situations for HIV transmission?
- What is the progression of HIV infection and AIDS?
- What is an opportunistic infection?
- How can I reduce the risk of HIV infection?

Unit Enduring Understandings

- About 15 million Americans become infected with a sexually transmitted infection each year.
- About 1/3 of STIs occur in adolescents.
- About 2/3 of STIs occur in people younger than the age of 25 years of age.
- There are many risk behaviors and risk situations for transmission of STIs.
- The most common sexually transmitted infection are Bacterial Vaginosis, Candidiasis, Trichomoniasis, Chlamydia, Gonorrhea, Nongonococcal Urethritis, Syphilis, Herpes, Human Papillomavirus, Pediculosis and Viral Hepatitis.
- There are many ways to avoid infection with STIs.
- Universal precautions are steps taken to prevent the spread of disease by treating all blood and body fluids as if they contain a disease.
- Abstinence from sex is choosing not to be sexually active.
- HIV is a pathogen that destroys infection-fighting cells in the body and is the virus that causes AIDS.
- Identify and discuss risk behaviors and risk situations for transmission of STIs.
- Discuss the cause, transmission, symptoms, diagnosis, and treatment of common STIs.
- Discuss ways to reduce the risk of infection with STIs.
- Identify resistance skills to resist pressure to engage in risk behaviors and risk situations for infections with STIs.
- Explain how the immune system responds to pathogens other than HIV.
- Explain how the immune system responds to HIV.
- Identify and discuss risk behaviors and risk situations for HIV transmission.
- Identify ways HIV is not transmitted.
- Discuss tests used to determine HIV status.
- Explain the progression of HIV infection and AIDS, including the opportunistic infections that might develop.
- Discuss treatment for HIV infection.
- Discuss resistance skills to use to resist pressure to engage in risk behaviors and risk situations for HIV infection.

Evidence of Learning

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Summative Assessment

- Tests
- Activities
- Skills
- Applications

Benchmark Assessment

NA

Alternate Assessment

Per UDL Principles

Equipment Needed: Textbooks, Interwrite board

Lesson Plans & Pacing Guide

Lesson #	Lesson Name	Time Frame (Days)
1	About Sexually Transmitted Infections/Transmission of STIs	1
2	Bacterial Vaginosis and Candidiasis	1
3	Trichomoniasis and Chlamydia	1
4	Gonorrhea and Nongonococcal Urethritis	1
5	Syphilis and Herpes	1
6	HPV, Pediculosis and Viral Hepatitis	1
7	Review Game/Test	2

Unit 4 Overview - Grade 12	
Content Area:	Health
Unit Title:	Infectious Diseases-communicable and non-communicable
Unit Summary	The unit will focus on the story of diseases in this country and the difference between communicable and non-communicable diseases. Students will learn the importance of performing self-exams and recognize any changes to their body. Students will discuss the importance of regular health exams and the role it plays in catching possible diseases at an early stage.
Career Readiness, Life Literacies, & 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. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
Computer Science and Design Thinking:	8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
Interdisciplinary Standards	RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

WIDA ELD SI.4-12.Inform
WIDA ELD SI.4-12.Explain
WIDA ELD LA.9-12.Inform.Expressive

Learning Targets

Standards

2.1 Personal and Mental Health

2.3 Safety

N.J.S.A. 18A:35-4.19-20- Also known as the “AIDS Prevention Act of 1999”, requires sex education programs to stress abstinence.

N.J.S.A. 18A:35-5.1- Lyme Disease Prevention requires the development of Lyme disease curriculum guidelines.

Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.

Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination.

CPE#	Core Performance Expectation
2.3.12.HCDM.1	Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
2.3.12.HCDM.5	Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
2.3.12.HCDM.6	Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer’s, panic disorders, eating disorders, impulse disorders).
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.CHSS.6	Evaluate the validity of health information, resources, services, in school, home and in the community.
2.1.12.CHSS.8	Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.

Unit Essential Questions • What are the essential practices we need to follow in order to prevent communicable diseases? • What can we do to reduce the risks for these diseases? • Why is it important for a woman to perform a self-breast exam? • Why is it important for men to perform a self testicular exam? • Why are routine medical exams important in terms of early detection? • What are the causes of communicable and non-communicable diseases? • What types of agencies address health issues caused by climate change?	Unit Enduring Understandings • Students are able to prevent spreading diseases. • Students know how noncommunicable diseases can be treated/cured. • Regular medical check physicals are essential in monitoring one's health. • Students are able to determine the possible methods to prevent disease and the spread of diseases. • Students will understand that regular medical physicals/check ups will help with early detection of disease. • Students learn to recognize changes that occur with their body. • Students learn about agencies that can address health issues caused by climate change.
Unit Learning Targets <i>Students will...</i> • Identify and discuss communicable and non-communicable diseases. • Discuss the cause, symptoms, diagnosis, and treatment of Cardiovascular Disease, Hypertension, Stroke, Cancer and other non-communicable diseases. • Discuss strategies on how to prevent catching lyme disease. • Identify the terms: Infection, Virus, Bacteria, Vector, Epidemic, and Pandemic. • Explain how self-breast and self- testicular exams are an important part of recognizing a possible medical issue. (cancer) • Identify various medical exams both men and women should have done yearly to prevent a possible medical issue. • Explain how the immune system responds to different disease infections. • Discuss resistance to possible cures and new medical research endeavors. • Share the names of agencies that explore how climate change impacts health.	
Evidence of Learning	
Formative Assessments • Teacher observation • Written responses • Class discussions • Class work	

Summative Assessment Tests

- Activities
- Skills
- Applications

Benchmark

NA

Alternate Assessment

Per UDL principles

Equipment Needed: Textbooks, Interwrite board**Teacher Resource:** Advocates for Youth Lesson Planning Guide, CDC, US Department of Health, National Institutes of Health**Lesson Plans & Pacing Guide**

Lesson #	Lesson Name	Time Frame (Days)
1	Communicable vs non-communicable Diseases	1
2	Self-exams as it relates to cancer prevention	1
3	About Cardiovascular Disease, Stroke, Diabetes, Hypertension and Cancer	1
4	Bacteria, virus and other antibodies	1
5	Illness or other health risks caused by climate change	1
6	Review/Test	1

Unit 5 Overview - Grade 12	
Content Area:	Health
Unit Title:	Advanced Sexuality, Gender Understanding
Unit Summary The purpose of this unit is to define sexuality, learn what it is, and how it affects our behavior. The students will become more comfortable talking and asking questions about sexuality and gender understanding. This unit will review, define and discuss sexual orientation. Terms such as lesbian, gay, transgender, queer and others will be discussed. Students will be able to discuss how feelings and relationships change during human development. Students will be able to review and dispel myths about safe sexual practices for all.	
Career Readiness, Life Literacies, & 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. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.	
Computer Science and Design Thinking: 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.	

Interdisciplinary Standards

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

WIDA ELD SI.4-12.Inform

WIDA ELD SI.4-12.Explain

WIDA ELD LA.9-12.Inform.Expressive

Learning Targets

Standards

- **2.1 Personal and Mental Health**

LGBT and Disabilities Law (N.J.S.A 18A:35-4.35)

CPE#	Core Performance Expectation
2.1.12.EH.4	Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audiences (e.g., dimensions of health).
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.

Unit Essential Questions

- What is sexuality?
- What are the circles of sexuality?
- What are some of the emotions that accompany adolescence?
- What are the facts and myths related to sexuality and reproduction?
- What are the good health and hygiene practices?
- What does the term lesbian, gay, transgender and queer mean?
- What are the issues faced by lesbian, gay, bisexual, transgender people.

- What are ways to promote tolerance of all sexual orientations?
- What are safe sex practices all people should consider prior to becoming intimate?

Unit Enduring Understandings

- Sexuality is an important part of who a person is and what he or she will become.
- Sexuality includes all the feelings, thoughts and behaviors of being in love, as well as being in relationships that include sexual intimacy and physical sexual activity.
- The circles of sexuality include: sensuality, sexualization, intimacy, sexual identity and sexual health and reproduction.
- Students will discuss sexual orientation.
- Students will gain a greater understanding of different sexual orientations and therefore become more accepting of differences.

Unit Learning Targets

Students will...

- Define sexuality as more than genital sexual activity.
- Define human sexuality and how it affects our behavior.
- Discuss how feelings and relationships change during sexual development.
- Define sexual activity.
- Identify structures and organs of the male and female reproductive systems.
- Define sexual orientation.
- Define safe sexual practices for all sexual orientations.
- Gain a greater understanding of all people and therefore create a more accepting world
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Evidence of Learning

Formative Assessments

- Teacher observation
- Written responses
- Class discussions
- Class work

Summative Assessment

- Tests
- Activities
- Skills
- Applications

Benchmark Assessment

NA

Alternate Assessment

Per UDL Principles

Lesson Plans & Pacing Guide

Lesson #	Lesson Name	Time Frame (Days)
1	Review of Sexuality-Circles of Human Sexuality	1
2	Introduction to Sexual Orientation	1
3	The Matthew Shepard Story	1
4	Feelings, Fears and Frustrations	1
5	Fact or Fiction with safe sex practices?	1
6	Issues faced by the LGBTQ community	1
7	Group project & presentations	2

Unit 7 Overview - Grade 12	
Content Area:	Health
Unit Title:	Organ and Tissue Donation
Unit Summary This unit provides students with the knowledge and understanding needed to make an informed decision about organ donation. Emphasis is placed on benefits of organ and tissue donation to the health and well-being of society generally, and to individuals whose lives are saved by organ and tissue donation. Myths and misunderstandings regarding organ and tissue donation are discussed. Options available are explained, including the option of designating a decision-maker to make the donation decision on one's behalf. Students are encouraged to share this information with family, friends, fellow students, and the community.	
Career Readiness, Life Literacies, & 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. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).	
Computer Science and Design Thinking: 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.	
Interdisciplinary Standards RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. WIDA ELD SI.4-12.Inform	

WIDA ELD SI.4-12.Explain WIDA ELD LA.9-12.Inform.Expressive		
Learning Targets		
Standards 2.1 Personal Health and Wellness Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation be given to students in grades 9 through 12.		
CPE#	Core Performance Expectation	
2.1.12.CHHS.7	Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).	
Unit Essential Questions What are the benefits of organ and tissue donation?		Unit Enduring Understandings Just one donor can save the lives of up to eight of the nearly 4,500 men,

• What are the facts and myths related to organ and tissue donation? • How does the decision to become an organ or tissue donor affect the lives of others? • Which organs can be donated? • Which tissues can be donated? • How can I sign up to be an organ and tissue donor?	women and children who are waiting for a life-saving transplant in NJ. • There are currently more than 103,000 men, women and children who are on the national waiting list for organ transplants. • Just one tissue donor can provide up to 50 life-enhancing transplants. • Organs that can be donated are: the lungs, heart, kidneys, liver, pancreas, and intestines. • Tissues that can be transplanted are: corneas, bone, tendons, ligaments, skins, saphenous veins, heart valves and fascia lata.	
Unit Learning Targets <i>Students will...</i> • Understand and describe the benefits of organ and tissue donation. • Differentiate between facts and myths related to organ and tissue donation. • Make an informed decision about becoming an organ and tissue donor.		
Evidence of Learning		
Summative Assessment (X days) • Pretest • Posttest • Worksheets and activities Equipment Needed: NJ High School Heroes Resource Guide Teacher Resources: NJ High School Heroes CD ROM NJ Sharing Network and Donate Life		
Formative Assessments • Teacher observation • Written responses • Class discussions • Class work		
Lesson Plans & Pacing Guide		
Lesson #	Lesson Name	Time Frame (Days)
1	NJ Sharing Network/Donate Life	1

2	The Jason Ray Story	1
3	Ray of Hope-The Wait	1
4	How to Become a Hero	1

MODIFICATIONS & ACCOMMODATIONS BASED ON UDL PRINCIPLES

Modifications and Accommodations for students with IEPs, students with 504s, Multilingual Language Learners (MLLs) and Gifted and Talented students may include but are not limited to the following:

Special Education

- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects

- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides

- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Gifted & Talented

- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson
- Exploration Activities
- Student choice

MLL's

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids

- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments

- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

504's

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Manipulatives
- Words banks

- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Students at Risk of Failure

- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks

- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study GuidesMulti-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies