



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Health 10				
Grade Level(s):	10				
Duration:	<i>Full Year:</i>		<i>Semester:</i>		<i>Marking Period:</i> x
Course Description:	<p>This course is required for all tenth grade students and must be successfully completed for high school graduation. This curriculum is designed to provide the student with a foundation of information for making healthy lifestyle choices; how each choice they make leads to consequences; and how those consequences affect their life today and in the future. The core topics of this abstinence based course include Communication skills, character development, self-esteem, relationships, choosing abstinence, dating sexual abuse, sexual harassment, reproductive systems, sexually transmitted infections contraceptive methods, pregnancy, childbirth, and contemporary health issues.</p> <p>Parent Notification There is a letter to parents/guardians of Tenth Grade students informing them of the Human Growth and Development lessons that are about to take place. This will go home in advance of this unit of study.</p>				
Grading Procedures:	<p style="text-align: center;"> Summative (40%) – Final Exam, Assessments, Tests Formative (30%) – Projects, Presentations Supportive (30%) – Classwork, Homework, Preparation </p>				
Primary Resources:	<p style="text-align: center;"> Goodheart – Willcox = “Comprehensive Health” www.g-onlinetextbooks.com New Jersey Student Learning Standards </p>				

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	S. O'Neill, B. McBrearty
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Written: January 2019

Revised: _____

BOE Approval: _____

Unit Title: Self Esteem, Decision Making and Goal Setting

Unit Description: *In this unit, students will identify their needs as it pertains to Maslow’s Hierarchy of needs from Physical Needs all the way up to Interpersonal Needs; Self Actualization. From there, they will take their idea of their “Best Personal Self” and begin the process of setting Social and Emotional Goals for the short and long term in effort to set them up to make proper decisions socially and emotionally to achieve those goals. 15.3 and 15.4 (Unit 6 in book)*

Unit Duration: 6 class periods

Desired Results

Standard(s):

2.2 Integrated Skills: All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

- Strand B = Decision Making and Goal Setting
- Stand C = Character Development

Indicators:

2.2.12.B.1 – Predict the short and long term consequences of good and poor decision-making on oneself, friends, family, and others.

2.2.12.B.2 – Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

2.2.12.C.1 – Analyze the impact of competition on personal character development

Understandings:

Students will understand -

...why it is important to establish short and long term goals.

...the physical needs that are necessary in effort to build toward one’s “Best Self”.

...what it takes to recognize how to build a low self-esteem or maintain a high self-esteem.

...how decisions that they make can and will directly effect their goals and/or their values.

Essential Questions:

- Why should you set goals?
- What is a short term goal?
- What is a long term goal?
- How do you describe yourself?
- What are your needs in effort to reach your best self?
- What does self-actualization look like to you?
- How can poor decisions effect your short and long term goals?
- How can good decisions effect your short and long term goals?

Assessment Evidence

Performance Tasks:

- Students will be able to describe what a high self esteem vs. a low self esteem looks like

Other Evidence:

Formative

Teacher Observation

<ul style="list-style-type: none">- Students will be able to <u>identify</u> resources they can use in effort to increase low self-esteem or maintain high self-esteem- Students will be able to <u>identify</u> factors that effect someones self esteem- Students will be able to <u>summarize</u> Maslow's Hierarchy of Human Needs- Students will be able to <u>recognize</u> characteristics of people who are achieving Self Actualization- Students will be able to give <u>revise and create</u> strategies for improving intellectual health	<p>Daily Classwork Class Notes Homework</p> <p>Summative Tests and Quizzes (Book Provided and/or Teacher Created) Projects Health 10 Benchmarks</p>
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Benchmarks:

1. Unit 1 Assessment
2. Health 10 Final Exam

Learning Plan

Learning Activities:

1. Class activities and discussions
2. Textbook 'Guided Notes' and worksheets
3. Teacher Generated worksheets
4. Note Taking
5. Small-Group Activites
6. Think – Pair – Share
7. Student Lead Brainstorming Activities
8. Review Games
 - a. Kahoot
 - b. Socrative

Resources:

1. Technology Resources Website Activities
2. Comprehensive Health by Goodheart – Willcox
3. Movies and/or Video Clips
4. Powerpoint
5. Guest Speakers
6. Current Events
7. Review Games
 - a. Kahoot – www.kahoot.com
 - b. Socrative – www.socrative.com
 - c. Quizlet – www.quizlet.com

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

2.2 Integrated Skills: All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

4.0	Students will be able to: <ul style="list-style-type: none"> • Create Public Service Announcements and its effects on the future • Actions and Consequences of Decision Making
3.0	Students will be able to: <ul style="list-style-type: none"> • Compare, predict and summarize the consequences of good and poor decision making as it relates to <ul style="list-style-type: none"> ○ Goal Setting ○ Friends, Family, Self ○ Abstinence ○ Core Ethical Values ○ Education ○ Use and Abuse of Alcohol and Drugs (Substance)
2.0	Students will be able to: <ul style="list-style-type: none"> • List the steps used for effective decision making • List three characteristics of good decision making • Define goal setting • Differentiate between long and short term goals • Identify consequences of poor decisions
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Most Proficient Learners: <ul style="list-style-type: none"> - Would be assigned leadership roles in all group activity settings - Would be assigned outside research as it pertains to the unit <ul style="list-style-type: none"> ○ Sources may include internet, additional text, video
Struggling Learners	Proficient Learners: <ul style="list-style-type: none"> - Would locate the bolded headings/vocabulary in the sections - Explain that the bold face heads are what defines the Unit/Chapter by topic
English Language Learners	Less proficient Learners: <ul style="list-style-type: none"> - Would locate the bolded headings/vocabulary in the sections - Explain that the bold face heads are what defines the Unit/Chapter by topic
Special Needs Learners	Adaptive Learners: <ul style="list-style-type: none"> - Proximity to materials such as the board and/or speakers/projectors - Enlarged Text on board - Auditory enhancers for hearing impaired - Generalized repetition and instruction - Copy of notes with filled in sections or page references for easy assistance

Interdisciplinary Connections

Indicators:

Physical Education

2.6.12.A.1 2.6.12.A.3 2.6.12.A.4 2.6.12.A.6

Technology

8.1.8.A.1 8.1.12.B.1 8.1.4 D1, 3

LAL

RI.CCR.11- 12.1 RI.CCR.11- 12.2 W.CCR 11-12.2 W.CCR 11-12.6 SLCCR 11-12.4 LSCCR 11-12.5 L CCR 11-12.1 L CCR 11-12.2 RST CCR 11- 12.1 RST CCR 11- 12.2 WHST 11-12.6 WHST 11-12.7 WHST 11-12.9

Science

5.4.12F1 5.3.12.A6 5.1.12.C1 5.1.12.C2 5.1.12.C3 5.1.12.D.1 5.1.12.D.2

Integration of 21st Century Skills

Indicators:

CREATIVITY AND INNOVATION

Use a wide range of idea creation techniques such as brainstorming.

Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

CRITICAL THINKING AND PROBLEM SOLVING

Analyze and evaluate major alternative points of view.

Reflect critically on learning experiences and processes.

Identify and ask significant questions that clarify various points of view and lead to better solutions.

COMMUNICATION AND COLLABORATION

Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

INFORMATION LITERACY

Use information accurately and creatively for the issue or problem at hand.

MEDIA LITERACY

Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media. ICT (Information, Communications and Technology)

LITERACY

Use technology as a tool to research, organize, evaluate and communicate information

FLEXIBILITY AND ADAPTABILITY

Adapt to varied roles, jobs responsibilities, schedules and contexts. Work effectively in a climate of ambiguity and changing priorities. Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.

INITIATIVE AND SELF-DIRECTION

Set goals with tangible and intangible success criteria. Balance tactical (short-term) and strategic (long-term) goals. Utilize time and manage workload efficiently. Monitor, define, prioritize, and complete tasks without direct oversight. Demonstrate commitment to learning as a lifelong process. Reflect critically on past experiences in order to inform future progress.

SOCIAL AND CROSS-CULTURAL SKILLS

Know when it is appropriate to listen and when to speak. Conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. Respond open-mindedly to different ideas and values. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY

Set and meet goals, even in the face of obstacles and competing pressures.

LEADERSHIP AND RESPONSIBILITY

Use interpersonal and problem-solving skills to influence and guide others toward a goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behavior in using influence and power. Act responsibly with the interests of the larger community in mind.

Unit Title: Communication / Relationships / Abuse

Unit Description: *In this unit, students will learn the three most common ways that people tend to communicate; Passive, Aggressive, Assertive. They will be able to describe and recreate what those types of communicators look and sound like in a dialogue setting. From there, they will move into how communication can create several types of relationships ranging from acquaintances, friendships, and intimate. They will discuss the characteristics and importance that each type relationship plays into their lives. On the contrary, with every positive in a relationship comes a negative aspect that needs to be discussed. We will discuss the three types of abuse – Verbal, Emotional, and Physical – and what they look like and why they’re important to identify in effort to prevent the Cycle of Violence. Ch. 18 (all) Ch. 19 (all). (Unit 7 in book)*

Unit Duration: 9 Class Periods

Desired Results

Standard(s):

2.1 – Wellness: All students will acquire health promotion concepts and skills to support a healthy and active lifestyle

- **Strand A = Personal Growth and Development**
- **Strand E = Social and Emotional Health**

2.2 – Integrated Skills: All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

- **Strand B = Decision Making and Goal Setting**

2.3 – Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy and active lifestyle

- **Strand B = Alcohol, Tobacco and Other Drugs**

2.4 – Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional and social aspect of human relationships and sexuality and apply these concepts to support a healthy and active lifestyle

- **Strand A = Relationships**

Indicators:

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

2.1.12.A.2 = Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness

2.1.12.E.1 = Analyze how new technologies (social media) may positively or negatively impact the incidences of conflict or crisis

2.2.12.B.1 = Predict the short and long term consequences of good and poor decision making on oneself, friends, family and others

2.2.12.B.2 = Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers

2.3.12.B.4 = Correlate the use of alcohol and use of other drugs/substances with the incidences of date rape, sexual assault, STI's and unintended pregnancies.

2.4.12.A.1 = Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.

2.4.12.A.2 = Compare and contrast the current and historical role of life commitments such as marriage.

2.4.12.A.4 = Predict how relationships may evolve over time focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

2.4.12.A.5 = Determine effective prevention and intervention strategies to address domestic or dating violence (rules of consent, warning signs of dating violence, etc...)

Understandings:

Students will understand...

- Why it is important to have friends
- What the different types of relationships are
- How to be responsible in an intimate relationship
- How to avoid high pressure situations
- Problems that can occur in relationships
- What you can learn about a person through dating
- What the cycle of violence is
- Dangers associated with “sexting”
- How to recognize signs of abuse in a relationship
- Who they can turn to in the event that abuse is occurring in effort to stop the cycle of violence

Essential Questions:

- What role do fiends play in developing social and emotional health?
- What are the three types of relationships and why is it important to identify each type?
- What are your values when it comes to intimacy and how could you set limits that carry out your personal values?
- What types of communication skills can you use to help you deter a “high pressure” intimate situation?
 - o Do you want to watch a movie in my room?
 - o My parents aren’t home do you want to come over?
 - o Isolation away from a group of peers at parties?
- What role does dating play in a relationship?
- What are the three stages in the cycle of violence?
- What warning signs can you look for to help remove yourself and/or others from being in the cycle of violence and/or abusive relationships?
- What is “Sexting” and what are the legal ramifications associated with “Sexting”?
- Who can assist someone with social/emotional concerns and/or violent situations?

Assessment Evidence

Performance Tasks:

- Students will be able to determine the functions of friendships
- Students will be able to distinguish between different types of friendships including acquaintances, “best friends”, and virtual friends
- Students will be able to evaluate common issues in friendships such as cliques, jealousy, and changes over time as well as the impact each issue has on friendships
- Students will be able to design a plan to maintain healthy friendships
- Students will be able to recognize characteristics and signs of unhealthy dating relationships
- Students will be able to formulate strategies for forming a healthy dating relationship
- Students will be able to describe factors that may cause conflict
- Students will be able to summarize strategies for resolving conflict
- Students will be able to compare the three different types of violence; physical, emotional, verbal
- Students will be able to differentiate the different types of sexual violence
- Students will be able to define rape

Other Evidence:

Formative

- Teacher Observation
- Daily Classwork
- Class Notes
- Homework

Summative

- Tests and Quizzes (Book Provided and/or Teacher Created)
- Projects
- Health 10 Benchmarks

<ul style="list-style-type: none"> - Students will be able to <u>construct</u> a plan of action for treatment after a sexual assault (or attempt at sexual assault) 	
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Benchmarks:

1. Unit 2 Assessment
2. Health 10 Final Exam

Learning Plan

Learning Activities:

1. Class activities and discussions
2. Textbook ‘Guided Notes’ and worksheets
3. Teacher Generated worksheets
4. Note Taking
5. Small-Group Activities
6. Think – Pair – Share
7. Student Lead Brainstorming Activities
8. Review Games
 - a. Kahoot
 - b. Socrative

Resources:

1. Technology Resources Website Activities
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Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

2.1 – All students will acquire health promotion concepts and skills to support a healthy and active lifestyle.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create a plan to implement your personal values and/or religious beliefs when trying to avoid high pressure intimate situations <ul style="list-style-type: none"> ○ Provide pre-set dialogue you can use ○ Provide pre-set “escape plan” you can revert to
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare and Contrast the characteristics of three different types of communication • Determine whether or not you’re “in-love” or “infatuated” • Draw out the Cycle of Violence while labeling 2 characteristics of each stage
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize and recall specific vocabulary for Communication, Relationships and Abuse. <ul style="list-style-type: none"> ○ Passive ○ Aggressive

	<ul style="list-style-type: none"> ○ Assertive ○ I-Message ○ Friendship ○ Acquaintances ○ Cliques ○ Dating ○ Infatuation ○ Phycologist ○ Psychiatrist
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):	
2.2 - Integrated Skills: All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle	
4.0	Students will be able to: <ul style="list-style-type: none"> ● Create Public Service Annoucements and its effects on the future ● Actions and Consequences of Decision Making ●
3.0	Students will be able to: <ul style="list-style-type: none"> ● Compare, predict and summarize the consequences of good and poor decision makingas it relates to <ul style="list-style-type: none"> ○ Goal Setting ○ Friends, Family, Self ○ Abstinence ○ Core Ethical Values ○ Use and Abuse of Alcohol and Drugs (Substance)
2.0	Students will be able to: <ul style="list-style-type: none"> ● List the steps used for effective decision making when it comes to high pressure situations ● List three characteristics of good decision making when it comes to sexual intimacy ● Differentiate between long and short term goals ● Identify consquences of poor decisions in intimate relationships
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):	
2.3 – All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy and active lifestyle.	
4.0	Students will be able to: <ul style="list-style-type: none"> ● Describe and acknowledge the consequences of the use of alcohol, other drugs and/or medicines as they apply to their communication skills, values, and ability to make responsible intimate decisions <ul style="list-style-type: none"> ○ Impaired Judgement ○ Declining communication skills due to being under the influence ○ Risky behaviors altering your life goals
3.0	Students will be able to:

	<ul style="list-style-type: none"> • Correlate increased substance use with challenges that may occur in any relationship or friendship setting
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize and Recall specific vocabulary <ul style="list-style-type: none"> ○ Date Rape Drug ○ Alcohol ○ Term “Under the Influence”
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):	
2.4 – All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy and active lifestyle	
4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and analyze the value of abstinence as a method of pregnancy prevention, disease prevention, and overall contraceptive method.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Predict the possible long term effects of intimate relationships on future education, career planning, and various dimensions of wellness <ul style="list-style-type: none"> ○ Baby Costs Project (Group Activity)
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize and Recall specific vocabulary <ul style="list-style-type: none"> ○ Intimacy ○ Sexual Assault/Rape ○ Abstinence
1.0	With help, partial success at level 2.0 content and level 3.0 content:
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Unit Modifications for Special Population Students

Advanced Learners	<p><i>Most Proficient Learners:</i></p> <ul style="list-style-type: none"> - Would be assigned leadership roles in all group activity settings - Would be assigned outside research as it pertains to the unit <ul style="list-style-type: none"> ○ Sources may include internet, additional text, video
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Interdisciplinary Connections

Indicators:**Physical Education**

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Technology

8.1.8.A.1 8.1.12.B.1 8.1.4 D1, 3

LAL

RI.CCR.11- 12.1 RI.CCR.11- 12.2 W.CCR 11-12.2 W.CCR 11-12.6 SLCCR 11-12.4 LSCCR 11-12.5 L CCR 11-12.1 L CCR 11-12.2 RST CCR 11- 12.1 RST CCR 11- 12.2 WHST 11-12.6 WHST 11-12.7 WHST 11-12.9

Science

5.4.12F1 5.3.12.A6 5.1.12.C1 5.1.12.C2 5.1.12.C3 5.1.12.D.1 5.1.12.D.2

Integration of 21st Century Skills**Indicators:****CREATIVITY AND INNOVATION**

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INFORMATION LITERACY

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MEDIA LITERACY

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LITERACY

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FLEXIBILITY AND ADAPTABILITY

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INITIATIVE AND SELF-DIRECTION

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(long-term) goals. Utilize time and manage workload efficiently. Monitor, define, prioritize, and complete tasks without direct oversight. Demonstrate commitment to learning as a lifelong process. Reflect critically on past experiences in order to inform future progress.

SOCIAL AND CROSS-CULTURAL SKILLS

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PRODUCTIVITY AND ACCOUNTABILITY

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LEADERSHIP AND RESPONSIBILITY

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Unit Title: Abstinence, Reproductive System Review, Pregnancy, Prevention and Risks regarding Intimate Behaviors

Unit Description: In this unit students will learn what abstinence is and why it is the most effective pregnancy prevention method. Students will relate intimate decisions back to how it could potentially effect their goals set in UNIT 1. The students will also review the reproductive systems for both the male and female as it pertains to reproducing in specific (elaborating off of the label and identify tactic introduced in the Middle Level Grades). Lastly we will discuss the effects that Pregnancy can have on the goals that they've set and also how it effects their social and emotional health. We will discuss the risks (both mentally and physically) as well as the protective measures they can take to maintain good reproductive health as well. **Ch. 20, Ch. 23, Ch.13 (Units 8 and 5 in the book)**

Unit Duration: Approximately 13-14 class periods

Desired Results

Standard(s):

- 2.1 – Wellness:** All students will acquire health promotion concepts and skills to support a healthy and active lifestyle
- Strand A = Personal Growth and Development
 - Strand B = Nutrition
 - Strand C = Diseases and Health Conditions

- **Strand E = Social and Emotional Health**

2.2 – Integrated Skills: All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

- **Strand B = Decision Making and Goal Setting**
- **Strand E = Health Services and Information**

2.3 – Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy and active lifestyle

- **Strand A = Medicines**
- **Strand B = Alcohol, Tobacco, Other Drugs**

2.4 – Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional and social aspect of human relationships and sexuality and apply these concepts to support a healthy and active lifestyle

- **Strand B = Human Sexuality**
- **Strand C = Pregnancy and Parenting**

Indicators:

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

2.1.12.A.2 = Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness

2.1.12.B.1 = Determine the relationship of Nutrition and Physical Activity to weightloss, weightgain, weight maintenance

2.1.12.C.1 = Determine diseases and health conditions that may occur during ones lifespan and identify prevention and treatment strategies

2.1.12.E.1 = Analyze how new technologies (social media) may positively or negatively impact the incidences of conflict or crisis

2.2.12.B.1 = Predict the short and long term consequences of good and poor decision making on oneself, friends, family and others

2.2.12.B.2 = Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers

2.2.12.E.1 = Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.

2.3.12.A.2 = Summarize the criteria for evaluating the effectiveness of a medicine

2.3.12.A.3 = Relate personal abuse of prescription and over the counter medicine to wellness

2.3.12.B.4 = Correlate the use of alcohol and use of other drugs/substances with the incidences of date rape, sexual assault, STI's and unintended pregnancies

2.4.12.B.1 = Predict the possible long term effects of adolescent sex on future education, career plans, and various dimensions of wellness

2.4.12.B.2 = Evaluate information that supports abstinence from sexual activity using reliable research data

2.4.12.B.3 = Analyze factors that influence the choices use and effectiveness of safer sex methods and contraception including risk reduction and risk elimination strategies

2.4.12.B.5 = Relate preventative healthcare strategies of male/female reproductive system to the prevention and treatment of disease (breast/testicular exams, pap smears, regular STI testing, HPV Vaccine)

2.4.12.C.2 = Analyze the relationship of an individuals lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, SIDS, low birth weight, premature birth, and other disabilities

2.4.12.C.3 = Evalute the methods and resources available to confirm pregnancy

2.4.12.C.7 = Analyze factors that affect the decision to become a parent

Understandings:

Students will understand that...

- Males primary hormone is testosterone
- Males produce sperm and the sperm travels a specific pathway in effort to reach a female egg to initiate conception
- Females are born with eggs
- Females ovulate one egg each menstrual cycle
- When females are ovulating, that is their most fertile window and best opportunity to become pregnant
- Urine test is the most common way to test for pregnancy and they can be purchased at any local drugstore
- The three stages of birth are Dialation/Contraction, Birth, Afterbirth
- Miscarriages, Premature Birth and Ectopic Pregnancies are the most common complications that a pregnant woman may experience
- Abstinence is the only 100% effective way to prevent pregnancy and some STD/STI
- Barrier and Chemical methods are the two classifications of contraceptives
- Common resources that can provide teens information on contraception are CDC, "Planned Parenthood" centers, family doctor, local health centers, parents, teachers, counselors and nurses
- There are four risk categories of sexual intimacy. Emotional, Pregnancy, Relationship, and Physical.

Essential Questions:

- What are the functions of the male reproduction system?
- What are the functions of the female reproduction system?
- What are the behaviors necessary for healthy pregnancy?
- What are the different ways to test for pregnancy?
- What are the three stages of birth process?
- What are the complications of pregnancy?
- What is the only method of prevention with a 100% success rate?
- What are the two methods of contraception?
- Where can teens go for information on contraception?
- What are the risk categories for teen sexual activity?
- How do you protect yourself from STD/STI?
- What are the three types of pathogens for STI transmission?
- What are the most common STD/STI?

<ul style="list-style-type: none"> - Certain contraceptive methods protect you against certain types of STD's/STI's. For example, some contraceptive methods may or may not protect you from skin to skin contact - The three types of pathogens for STD/STI are viral, bacterial, and parastitic - Herpes, Gonohhrea, Chlamidya, Syphilis, Bacterial Vaginitis are the most common STD/STI 	
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Assessment Evidence	
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<p>Performance Tasks:</p> <ul style="list-style-type: none"> - Students will be able to <u>list</u> and <u>explain</u> the organs of male reproduction - Students will be able to <u>list</u> and <u>explain</u> the organs of female reproduction - Students will be able to <u>describe</u> the process of implantation of a zygote. - Students will be able to <u>compare</u>the different methods of pregnancy confirmation - Students will be able to <u>compare</u> substances that may harm the human fetus. - Students will be able to <u>discuss</u> the different types of complications that can effect a pregnancy - Students will be able to <u>identify</u> health risks for pregnant teens and their babies - Students will be able to <u>recall</u> the different types of cancers that can affect the male/female reproductive systems - Students will be able to <u>hypothesize</u> how to navigage the decisions involved in teen pregnancy - Students will be able to <u>summarize</u> the three stages of labor - Students will <u>discuss</u> reasons to consider adoption and ways to prepare for adoption - Students will be able to <u>explain</u> the challenges of teen parenthood - Students will be able to <u>identify</u> the benefits of abstinence - Students will <u>identify</u> factors to consider when choosing a birth control method - Students will be able to <u>compare</u> the principles behind barrier and chemical contraceptive methods - Students will be able to <u>list</u> various methods of contraception - Students will be able to <u>draw conclusion</u>son the use of emergency contraceptive methods as it pertains to the overall need, safety, and risks of their use. - Students will be able to <u>formulate</u> what options are available should a contraceptive method fail - Students will be able to <u>explain</u> how people can contract an STD/STI - Students will be able to <u>describe</u> what happens when a person contracts an STD/STI. 	<p>Other Evidence:</p> <p>Formative</p> <p>Teacher Observation</p> <p>Daily Classwork</p> <p>Class Notes</p> <p>Homework</p> <p>Summative</p> <p>Tests and Quizzes (Book Provided and/or Teacher Created)</p> <p>Projects</p> <p>Health 10 Benchmarks</p>
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<ul style="list-style-type: none"> - Students will be able to <u>determine</u> the resources available to people dealing with STD/STI - Students will be able to <u>differentiate</u> between HIV and AIDS - Students will be able to <u>explain</u> how HIV is transmitted - Students will be able to <u>identify</u> the signs and symptoms of HIV/AIDS 	
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Benchmarks:

1. Unit 3 Assessment
2. Health 10 Final Exam

Learning Plan

Learning Activities:

Class activities and discussions

1. Textbook ‘Guided Notes’ and worksheets
2. Teacher Generated worksheets
3. Note Taking
4. Small-Group Activities
5. Think – Pair – Share
6. Student Lead Brainstorming Activities
7. Review Games
 - a. Kahoot
 - b. Socrative

Resources:

1. Comprehensive Health by Goodheart – Willcox
2. Movies and/or Video Clips
3. Technology Resources Website Activities
4. Powerpoint
5. Guest Speakers
6. Current Events
7. Review Games
 - a. Kahoot – www.kahoot.com
 - b. Socrative – www.socrative.com
 - c. Quizlet – www.quizlet.com

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

2.1 – All students will acquire health promotion concepts and skills to support a healthy and active lifestyle.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create a plan to maintain good health practice <ul style="list-style-type: none"> ○ Annual Visits to family doctor and OBGYN ○ What self examination looks like ○ What are some warning signs to bring to a doctor or medical professionals attention
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Research general reproductive concerns such as (but not limited to): <ul style="list-style-type: none"> ○ Cervical Cancer

	<ul style="list-style-type: none"> ○ HPV ○ Breast Cancer ○ Prostate Cancer ○ Testicular Cancer
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary for Reproduction, Pregnancy and Contraception. <ul style="list-style-type: none"> ○ Abstinence ○ Breast Exam ○ Pap Smear ○ Mammogram ○ Testicular/Prostate Exam ○ Contraceptive Method ○ Prenatal Care ○ Gynecologist - OBGYN ○ Pediatrician ○ Adoption
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):	
2.2 - Integrated Skills: All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle	
4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Create their own dialogue and/or slogan to promote Abstinence <ul style="list-style-type: none"> ○ Set your limit, state your limit, avoid high pressure situation, be assertive “NO” ○ “Givers need to set limits because takers rarely do”
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Compare, predict and summarize the consequences of good and poor decision making as it relates to <ul style="list-style-type: none"> ○ Abstinence ○ Emotional Intimacy ○ Risky Behaviors ○ Refusal Skills
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary for Reproduction, Pregnancy and Contraception. <ul style="list-style-type: none"> ○ Abstinence ○ Emotional Intimacy ○ Risky Behaviors ○ Refusal Skills
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):	
2.3 – All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy and active lifestyle.	
4.0	Students will be able to:

	<ul style="list-style-type: none"> • Describe and acknowledge the consequences of the use of alcohol, other drugs and/or medicines as they apply to an unborn child through an advocacy project on the following topic areas <ul style="list-style-type: none"> ○ Fetal Alcohol Syndrome ○ Premature Birth ○ Neonatal Abstinence Syndrome (babies who go through withdrawal upon birth)
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Correlate how substance use/abuse can effect reproduction capabilities as well as health of a fetus • Evaluate the effectiveness of different contraceptive methods
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize and Recall specific vocabulary <ul style="list-style-type: none"> ○ Barrier Contraceptive Methods ○ Chemical Contraceptive Methods ○ Abstinence
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):	
2.4 – All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy and active lifestyle	
4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and analyze the value of abstinence as a method of pregnancy prevention, disease prevention, and overall contraceptive method.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Predict the possible long term effects of intimate relationships on future education, career planning, and various dimensions of wellness <ul style="list-style-type: none"> ○ Baby Costs Project (Group Activity)
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize and Recall specific vocabulary <ul style="list-style-type: none"> ○ Sexual Reproduction ○ STD/STI ○ Condom ○ Chlamydia ○ Gonorrhea ○ HIV/AIDS ○ Ectopic Pregnancy ○ Premature Birth ○ Miscarriage ○ Sudden Infant Death Syndrome ○ Ovulation ○ Ejaculation ○ Implantation ○ Breast Cancer ○ Cervical Cancer ○ Prostate Cancer ○ Labor ○ Cesarean Section
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<p><i>Most Proficient Learners:</i></p> <ul style="list-style-type: none"> - Would be assigned leadership roles in all group activity settings - Would be assigned outside research as it pertains to the unit <ul style="list-style-type: none"> o Sources may include internet, additional text, video
Struggling Learners	<p><i>Proficient Learners:</i></p> <ul style="list-style-type: none"> - Would locate the bolded headings/vocabulary in the sections - Explain that the bold face heads are what defines the Unit/Chapter by topic
English Language Learners	<p><i>Less proficient Learners:</i></p> <ul style="list-style-type: none"> - Would locate the bolded headings/vocabulary in the sections - Explain that the bold face heads are what defines the Unit/Chapter by topic
Special Needs Learners	<p><i>Adaptive Learners:</i></p> <ul style="list-style-type: none"> - Proximity to materials such as the board and/or speakers/projectors - Enlarged Text on board - Auditory enhancers for hearing impaired - Generalized repetition and instruction - Copy of notes with filled in sections or page references for easy assistance

Interdisciplinary Connections

Indicators:

Physical Education

2.6.12.A.1 2.6.12.A.3 2.6.12.A.4 2.6.12.A.6

Technology

8.1.8.A.1 8.1.12.B.1 8.1.4 D1, 3

LAL

RI.CCR.11- 12.1 RI.CCR.11- 12.2 W.CCR 11-12.2 W.CCR 11-12.6 SLCCR 11-12.4 LSCCR 11-12.5 L CCR 11-12.1 L CCR 11-12.2 RST CCR 11- 12.1 RST CCR 11- 12.2 WHST 11-12.6 WHST 11-12.7 WHST 11-12.9

Science

5.4.12F1 5.3.12.A6 5.1.12.C1 5.1.12.C2 5.1.12.C3 5.1.12.D.1 5.1.12.D.2

Integration of 21st Century Skills

Indicators:

21st Century Skills & Careers

Indicators:

CREATIVITY AND INNOVATION

Use a wide range of idea creation techniques such as brainstorming.

Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

CRITICAL THINKING AND PROBLEM SOLVING

Analyze and evaluate major alternative points of view.

Reflect critically on learning experiences and processes.

Identify and ask significant questions that clarify various points of view and lead to better solutions.

COMMUNICATION AND COLLABORATION

Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a

variety of forms and contexts. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

INFORMATION LITERACY

Use information accurately and creatively for the issue or problem at hand.

MEDIA LITERACY

Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media. ICT (Information, Communications and Technology)

LITERACY

Use technology as a tool to research, organize, evaluate and communicate information

FLEXIBILITY AND ADAPTABILITY

Adapt to varied roles, jobs responsibilities, schedules and contexts. Work effectively in a climate of ambiguity and changing priorities. Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.

INITIATIVE AND SELF-DIRECTION

Set goals with tangible and intangible success criteria. Balance tactical (short-term) and strategic (long-term) goals. Utilize time and manage workload efficiently. Monitor, define, prioritize, and complete tasks without direct oversight. Demonstrate commitment to learning as a lifelong process. Reflect critically on past experiences in order to inform future progress.

SOCIAL AND CROSS-CULTURAL SKILLS

Know when it is appropriate to listen and when to speak. Conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. Respond open-mindedly to different ideas and values. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY

Set and meet goals, even in the face of obstacles and competing pressures.

LEADERSHIP AND RESPONSIBILITY

Use interpersonal and problem-solving skills to influence and guide others toward a goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behavior in using influence and power. Act responsibly with the interests of the larger community in mind.

Unit Title: Contemporary Health Issues

Unit Description: In this unit, we will discuss the more recent epidemics that are effecting the mental, emotional and social well being of our youth. This unit will discuss topics such as “Vaping” and how it can lead to addiction, the proper/improper use of social media and how it can deform someones character which in turn effects their short and long term goals that they set in UNIT 1, and a reiteration of what Bullying looks and feels like. Ch. 11, Ch. 19.2 (Unit 7 in book)

Unit Duration: 4-6 Class Periods

Desired Results

Standard(s):

2.1 – Wellness: All students will acquire health promotion concepts and skills to support a healthy and active lifestyle

- **Strand C = Diseases and Health Conditions**

2.2 – Integrated Skills: All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

- **Strand C = Character Development**

2.3 – Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy and active lifestyle

- **Strand B = Alcohol, Tobacco, Other Drugs**
- **Strand C = Dependency/Addiction and Treatment**

Indicators:

2.1.12.C.1 = Determine disease and health conditions that may occur during ones lifespan and identify prevention and treatment strategies

2.1.12.C.3 = Determine the emotional, social, and financial impact of mental illness on the family, community, and state

2.2.12.C.1 = Analyze the impact of competition on personal character development

2.3.12.B.1 = Compare and contrast the incidents and impact of commonly abused substances (tobacco, alcohol, marijuana, inhalants, steroids, other drugs) on individuals and communities in the US

2.3.12.B.4 = Correlate the use of alcohol and other drugs in incidences of date rape, sexual assault, STI/STD and unintended pregnancy

2.3.12.B.5 = Relate injected drug use to the incidence in diseases such as HIV/AIDS and Hepatitis

2.3.12.C.3 = Analyze the social impact of substance abuse on the individual, family, and community

<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Oxycodone, Opiates, Depressants/Stimulants are the three most commonly abused prescribed medications - The difference between medication misuse and abuse is that misuse is when you do not follow the instructions on the label of the medication. Medication abuse is when you intentionally use the drug for reasons other than what they were prescribed for. - The main reasons people use medications are to treat illness, cure a disease, manage a disease, and prevent a disease. - Vaping is the electronic inhalation of a chemical nicotine substance (also can be used with oil based THC/marijuana) - There are many health risks of using electronic cigarettes including (but not limited to) <ul style="list-style-type: none"> o Addiction o Cancers o Popcorn Lungs o Risk of Fire/Explosion - Cyber bullying is defined as a form of bullying that takes place strictly through electronic devices and social media avenues. - Social media can effect someones perception of themselves in relation to <ul style="list-style-type: none"> o Body image o Self Esteem o Depression/Anxiety o Embarrassment - Social media can be a great way to promote positivity such as <ul style="list-style-type: none"> o Advocating for a cure and/or cause o Public acts of kindness o Reiteration of classwork/assignments/grades, etc.. o Promotion of positive products and support of local business practices 	<p>Essential Questions:</p> <ul style="list-style-type: none"> - What are the three most commonly abused prescription medications? - What is the difference between medication “misuse” and medication “abuse”? - What are the four main reasons people use medications? - What are three negative consequences experienced by people who abuse drugs? - What is “Vaping”? - What are the health risks of using electronic cigarettes? - What is cyber bullying? - How does social media effect self image? - How can social media play a positive impact on someones life?
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Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> - Students will be to <u>create a format</u> on how to use social media in positive aspects opposed to the typical use of social media at the High School level. - Students will be able to <u>summarize</u> the consequences of misuse of social media avenues - Students will be able to <u>identify</u> the presence of cyber bullying 	<p>Other Evidence:</p> <p>Formative</p> <p>Teacher Observation</p> <p>Daily Classwork</p> <p>Class Notes</p> <p>Homework</p> <p>Summative</p>
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<ul style="list-style-type: none"> - Students will be able to <u>connect</u> cyber bullying with the possibility of depression and/or anxiety within the school walls - Students will be able to <u>hypothesize</u> the risk factors of vaping - Students will be able to <u>prove</u> how substance abuse effects themselves, their families/friends, and community. - Students will be able to <u>listsafe</u> strategies for using medicaitons as prescribed. 	<p>Tests and Quizzes (Book Provided and/or Teacher Created)</p> <p>Projects</p> <p>Health 10 Benchmarks</p>
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Benchmarks:

1. Unit 4 Assessment
2. Health 10 Final Exam

Learning Plan

Learning Activities:

Class activities and discussions

1. Textbook ‘Guided Notes’ and worksheets
2. Teacher Generated worksheets
3. Note Taking
4. Small-Group Activites
5. Think – Pair – Share
6. Student Lead Brainstorming Activities
7. Review Games
 - a. Kahoot
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Resources:

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2. Movies and/or Video Clips
3. Technology Resources Website Activities
4. Powerpoint
5. Guest Speakers
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 - a. Kahoot – www.kahoot.com
 - b. Socrative – www.socrative.com
 - c. Quizlet – www.quizlet.com

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

2.1 – All students will acquire health promotion concepts and skills to support a healthy and active lifestyle.

<p>4.0</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Advocate for proper prescription drug use <ul style="list-style-type: none"> ○ Create slogans in effort to deter drug abuse/addiction
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	<ul style="list-style-type: none"> ○ Reading, understanding, and unpacking what is on a drug label and why it is important to know what is in the medication you're taking.
3.0	Students will be able to: <ul style="list-style-type: none"> ● Research statistics on addiction <ul style="list-style-type: none"> ○ Heroin ○ Marijuana ○ Nicotine ○ Prescription Medications
2.0	Students will be able to: <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary for Reproduction, Pregnancy and Contraception. <ul style="list-style-type: none"> ○ Addiction ○ Abuse ○ Misuse
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):	
2.2 - Integrated Skills: All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle	
4.0	Students will be able to: <ul style="list-style-type: none"> ○ Create their own Instagram and/or Twitter story that encompasses the following <ul style="list-style-type: none"> ▪ Promotion of positivity ▪ Public acts of kindness ▪
3.0	Students will be able to: <ul style="list-style-type: none"> ● Compare, predict and summarize the consequences of good and poor decision making as it relates to <ul style="list-style-type: none"> ○ Use of medications ○ Drugs/Alcohol High Pressure Situations ○ Use of Social Media
2.0	Students will be able to: <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary for Reproduction, Pregnancy and Contraception. <ul style="list-style-type: none"> ○ Cyber Bullying ○ Social Media ○ Addiction
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):	
2.3 – All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy and active lifestyle.	
4.0	Students will be able to: <ul style="list-style-type: none"> ● Describe and acknowledge the consequences of the use of alcohol, other drugs and/or medicines as they apply to an unborn child through an advocacy project on the following topic areas <ul style="list-style-type: none"> ○ Depression ○ Anxiety

	<ul style="list-style-type: none"> ○ Suicide
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Correlate how substance misuse/abuse can effect their ability to lead a lifestyle that encompasses positive social and emotional health • Evaluate why even Electronic Cigarette “Vaping” devices can cause a multitude of Health Issues as well as addiction
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize and Recall specific vocabulary <ul style="list-style-type: none"> ○ Addiction ○ Overdose ○ Injection ○ Under the influence ○ Detox ○ Withdraw
1.0	With help, partial success at level 2.0 content and level 3.0 content:
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Unit Modifications for Special Population Students	
Advanced Learners	<p><i>Most Proficient Learners:</i></p> <ul style="list-style-type: none"> - Would be assigned leadership roles in all group activity settings - Would be assigned outside research as it pertains to the unit <ul style="list-style-type: none"> ○ Sources may include internet, additional text, video
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Interdisciplinary Connections
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Integration of 21st Century Skills

Indicators:

21st Century Skills & Careers

Indicators:

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LITERACY

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