

RIVER DELL REGIONAL SCHOOL DISTRICT



Content: Comprehensive Health & Physical Education

Course: Health 8

Alignment: 2020 NJSLS

BOE Born Date: September 2022

Authored by

Dr. Lisa Torres, Supervisor of ELA & SS 7-12

Tiffany Correa, Supervisor of PD & Special Projects

Drew Caruso

Allison Kramer

Introduction

Health Education is a course developed to help students navigate the topics they will begin to encounter as they progress through adolescence. The topics encompass the different aspects of general health, drug education, mental health awareness, and sexual education.

Mission

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

Vision

Through health education, students will learn to obtain, to interpret, and to apply health information in ways that protect/promote personal, family, and community health. Eighth grade health will allow students to lead healthy mental, emotional, social and physical lives. The students will learn to be respectful and show empathy towards others that are different than they are. They will learn that decisions made now and, in the future, can affect them for the rest of their lives.

Scope and Sequence

Overall:

One Marking Period: (9 Weeks)

Unit 1: Drug Education

Unit 2: Human Sexuality

Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled 'Computational Thinking: Programming' in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statues:

The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first Century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS):

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Climate Change (This will be modified based off of content)

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

Unit 1: Drug Education

Core Ideas	<ul style="list-style-type: none"> • Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition. • The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies. • The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others. • A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual. • The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.
Essential Questions	<ul style="list-style-type: none"> • How does the body fight disease? • How can medicine and other treatments treat different diseases? • How are family history and genetics related to disease and their role as a risk factor? • How can you protect yourself from susceptible disease? • How does drug use impact their lives and the lives of family members socially, emotionally, and physically? • How can drug use lead to sexual assault or other acts of violence? • How do drugs impact the areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory? • How can your peers influence your choice to use drugs or not? • What are the signs and symptoms of drug abuse? • Identify the various services that are afforded to one with substance abuse? • How can drug use impact one's social, emotional, and physical health? • What are the services for the family and friends of one with a substance abuse problem?
Enduring Understanding	All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines. Students will then learn how to apply these concepts to support a healthier and more active lifestyle. Students will learn that the use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others.
Practice	<p>Attending to personal health, emotional, social, and physical well-being: Individuals who possess health, emotional, social, and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Making decisions: Individuals who possess health and physical literacy make informed, responsible decisions to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> <p>Managing-self: Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts, and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits, and limitations to avoid risky or dangerous behaviors and situations.</p>
Performance Expectations	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors. • Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer). • Explain how the immune system fights disease. • Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors. • Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. • Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse. • Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs. • Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.

	<ul style="list-style-type: none"> Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes. Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level. Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being. Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.3.8.HCDM.6 2.3.8.HCDM.7 2.3.8.HCDM.2 2.3.8.HCDM.3 2.3.8.ATD.1 2.3.8.ATD.2 2.3.8.ATD.3 2.3.8.ATD.4 2.3.8.ATD.5 2.3.8.DSDT.1 2.3.8.DSDT.2 2.3.8.DSDT.3 2.3.8.DSDT.4 2.3.8.DSDT.5	Students will be able to: <ul style="list-style-type: none"> Explain how the immune system fights disease. Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors. Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors. Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer). Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse. Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs. Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes. Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level. Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being. Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members. Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level. 	<ul style="list-style-type: none"> Drug Intro Task Natural High Project Chris Herren Documentary (DVD/Streaming) 	Natural High Fentanyl video Unguarded video Drugged High on Alcohol www.drugfreeworld.org
Key Vocabulary	Immune System: Disease Prevention, Risky Behaviors, Impaired Judgement, Lowered Inhibitions, Alcohol Disorders		

Evidence of Learning	Natural High Project (including end of unit questions), End of Unit Forms Quiz
Interdisciplinary Connections	Science 3-LS3: Heredity: Inheritance and Variation of Traits
Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> The Health Triangle: Mental health, Physical health, and Social health. Students will be encouraged to develop an understanding of culturally diverse perspective on health and wellness. Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences.
Career Readiness, Life Literacies, and Key Skills	<ul style="list-style-type: none"> 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
Computer Science and Design Thinking	<ul style="list-style-type: none"> 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. 8.2.8.ITH.2: Compare how technologies have influenced society over time. 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
Social Emotional Learning	<ul style="list-style-type: none"> SELF-MANAGEMENT: recognizing that using drugs is not a positive or healthy way to manage emotions and deal with stress. In addition, exhibiting self-discipline to help avoid a dangerous situation and accomplish their goals. SELF-AWARENESS: Students will learn the different strategies to resist the use of drugs in order to help maintain positive feelings, values and thoughts. SOCIAL AWARENESS: recognizing family and/or friends that might be struggling with addiction and how to help them find the proper resources. RELATIONSHIP SKILLS: Students will use relationships skills in order to refuse negative social pressure to use addictive substances. RESPONSIBLE DECISION-MAKING: Using responsible decision making, students will learn to make reasonable judgements after analyzing data and facts, evaluating the consequences of their actions and how that may lead to dependency. Identify solutions for dependency and how to promote personal, family, and community well-being.

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> Provide translated notes and key vocabulary terms Provide images of key vocabulary terms and concepts Word banks Bilingual dictionaries Assistive translator technology Sentence frames Simplified notes Reduced homework Simplified word problems Graphic organizers Matched sentences or procedures with pictures Alternative presentation options 1-2 sentence short responses Shortened written assignments Modified tests Provide notes when student request 	<ul style="list-style-type: none"> Display reminders Checklist of materials and tasks (printed out or digitally accessible) Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) Assistive technology (dictation, immersive reader, etc...) Flash cards Teacher notes Graphic organizer Clear parameters and student workspace Timer to monitor task and duration Study guides Guided notes Choices for alternative assignments 	<ul style="list-style-type: none"> Students are asked to come for extra help to review/retake assessment and homework assignments Students are allowed time and a half on assessments Provide the student with frequent check-ins during class-time work Scaffolding assignments Chunking of materials Allow for errors Pre-teach materials Supply teacher demo Rephrase of questions and directions Visual cue or signs Small group assistance or collaboration Partner or group work on skill development 	<ul style="list-style-type: none"> Provide students with extra problem sets that challenge and involve higher level thinking Inquiry lead discussions and activities More complex tasks and projects Higher level questioning and techniques Student demoing and explanation Provide opportunities for students to set personal goals, keep records and monitor their own learning progress Multiple assessments given in different domains, that showcase student interests, strengths, and needs Use multiple approaches to accelerate learning within and outside of the school setting

	<ul style="list-style-type: none"> • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
--	--	---	---	--

Unit 2: Human Sexuality

Core Ideas	<ul style="list-style-type: none"> • The decisions one makes can influence an individual's growth and development in all dimensions of wellness. • There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections. • There are many decisions to be made related to pregnancy and childbirth that will have short-and long-term impacts. • Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition. • Individuals may experience interpersonal and/or sexual violence for variety of reasons, but the victim is never to blame. • Inclusive schools and communities are accepted of all people and make them feel welcome and included. • Relationships are influenced by a wide variety of factors, individuals, and behaviors. • There are factors that contribute to making healthy decisions about sex.
Essential Questions	<ul style="list-style-type: none"> • What role do the different parts of the reproductive system play in creating an offspring? • How can you protect yourself from susceptible disease? • What are the signs and symptoms of the various STIs? • How can one reduce their risk of STIs and pregnancy? • What are sexual consent and sexual agency? • What are the signs of pregnancy? • What are the options of a pregnancy? • What are the stages of pregnancy from fertilization to birth? • What prenatal care is available and where can you find those resources? • What are the challenges of adolescent parents and what support can they receive? • What are the differences between gender identity, gender expression and sexual orientation? • Why is communication important in a relationship and what role does it play in healthy and unhealthy relationships? • What factors are important in deciding to engage in sexual activity? • What factors play a role in consent to sexual activity? • What are oral, anal, and vaginal sex? • What contraceptive methods are available and how effective are each of them?
Enduring Understanding	Students will understand that their personal actions and behaviors can impact their lives and the lives of others. Students will acquire an understanding of the male and female reproductive systems. Students will understand how pregnancy can occur and learn the stages of pregnancy as well as the social and financial impacts of parenthood. Students will learn about the different methods of contraception and how to protect against pregnancy and STI's. Students will gain in depth information on the many types of STI's and how they can severely impact a person's life and the lives of others.
Practice	<p>Managing self, making decisions attending to personal health, emotional, social, and physical well-being: Individuals who possess health, emotional, social, and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Making Decisions: Individuals who possess health and physical literacy make informed, responsible decisions to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> <p>Managing-Self: Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts, and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits, and limitations to avoid risky or dangerous behaviors and situations.</p>

Performance Expectations	Students will be able to: <ul style="list-style-type: none"> Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies. Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. Summarize the stages of pregnancy from fertilization to birth. Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care. Predict challenges that may be faced by adolescent parents and their families. Identify resources to assist with parenting. Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. Differentiate between gender identity, gender expression and sexual orientation. Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. Demonstrate communication skills that will support healthy relationships Compare and contrast the characteristics of healthy and unhealthy relationships Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships. Examine how culture influences the way families cope with traumatic situations, crisis, and change. Identify factors that are important in deciding whether and when to engage in sexual behaviors. Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances) Define vaginal, oral, and anal sex. Identify short and long-term contraception and safe sex methods that are effective and describe how to access and use them (e.g., abstinence, condom). Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV). Identify the state and federal laws related to minor's access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment. Identify medically accurate sources of information about STIs, including HIV, such as local STIs/HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.1.8.PGD.3 2.3.8.HCDM.3 2.3.8.HCDM.4 2.3.8.HCDM.5 2.3.8.PS.2 2.1.8.PP.1 2.1.8.PP.2 2.1.8.PP.3 2.1.8.PP.4 2.1.8.PP.5 2.1.8.SSH.1 2.1.8.SSH.2 2.1.8.SSH.3 2.1.8.SSH.4 2.1.8.SSH.7 2.1.8.SSH.8 2.1.8.SSH.9 2.1.8.SSH.10 2.1.8.SSH.11 2.1.8.CHSS.3 2.1.8.CHSS.5	Students will be able to: <ul style="list-style-type: none"> Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies. Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer). Describe the signs, symptoms, and potential impacts of STIs (including HIV). Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission. Define sexual consent and sexual agency. Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. Summarize the stages of pregnancy from fertilization to birth. Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care. 	<p style="text-align: center;"> Baby Budget For Teens By Teens - Sex Ed Project.docx </p>	<p> LGBTQ Vocabulary Core Vocabulary The Safe Zone: https://thesafezoneproject.com/ </p> <ul style="list-style-type: none"> Handout 1: http://thesafezoneproject.com/wp-content/uploads/2017/07/SZP-Queer-Umbrella-Handout.pdf Handout 2: https://ayr1as72agcddsn3cyd41uu9-wpengine.netdna-ssl.com/wp-content/uploads/2018/09/Coming-Out-Handout.pdf Handout 3: http://thesafezoneproject.com/wp-content/uploads/2017/07/SZP-Language-DO-DONT-Handout.pdf

	<ul style="list-style-type: none"> • Predict challenges that may be faced by adolescent parents and their families. • Identify resources to assist with parenting. • Differentiate between gender identity, gender expression and sexual orientation. • Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. • Demonstrate communication skills that will support healthy relationships. • Compare and contrast the characteristics of healthy and unhealthy relationships. • Identify factors that are important in deciding whether and when to engage in sexual behaviors. • Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances). • Define vaginal, oral, and anal sex. • Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom). • Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV). • Understand state and federal laws related to minor's access to sexual healthcare services. • To seek out sexual healthcare services that are available to them. • To identify and determine accurate information in regard to STIs/HIV prevention and care. 		
Key Vocabulary	Human Reproductive Systems (Internal/External), Disease Prevention & Risky Behaviors, Sexually Transmitted Infections (Signs & Symptoms), Abstinence & Sexual Behaviors, Sexual Consent & Sexual Agency, Pregnancy (Testing, Signs, & Stages), Pregnancy (Parenting, Abortion & Adoption), Prenatal Practices, Gender identity, Gender expression & Sexual orientation, Consent, Vaginal, Oral & Anal Sex, Short Term & Long-Term Contraception		
Evidence of Learning	<p>Students will complete tasks and projects to show they have obtained the knowledge in each lesson and apply that knowledge to a project that may simulate a real-world situation.</p> <ul style="list-style-type: none"> • End of unit project: For Teens by Teens 		
Interdisciplinary Connections	<p>Science</p> <p>3-LS3: Heredity: Inheritance and Variation of Traits</p> <p>3-LS1: From Molecules to Organisms: Structures and Processes</p>		
Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> • The Health Triangle: Mental health, Physical health, and Social health. • Students will be encouraged to develop an understanding of culturally diverse perspective on health and wellness. • Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences. 		
Career Readiness, Life Literacies, and Key Skills	<ul style="list-style-type: none"> • 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). 		

Computer Science and Design Thinking	<ul style="list-style-type: none">8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.8.2.8.ITH.2: Compare how technologies have influenced society over time.8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.			
Social Emotional Learning	<ul style="list-style-type: none">SELF-AWARENESS: The ability to understand one’s own personal and social identity as well understanding and accepting those who identify differently than themselves by examining prejudices and biases.SELF-MANAGEMENT: Demonstrating acceptance towards others and having the courage to take initiative against those who are demonstrating negative behaviors towards others.SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.RELATIONSHIP SKILLS: Educating students on what a healthy and supportive relationship is and how to successfully maintain those relationships throughout their lives.RESPONSIBLE DECISION-MAKING: The ability to make caring and constructive choices about their sexual activity and the consequences of their choices/actions.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">Provide translated notes and key vocabulary termsProvide images of key vocabulary terms and conceptsWord banksBilingual dictionariesAssistive translator technologySentence framesSimplified notesReduced homeworkSimplified word problemsGraphic organizersMatched sentences or procedures with picturesAlternative presentation options1-2 sentence short responsesShortened written assignmentsModified testsProvide notes when student requestReduce project workloadShort summaries	<ul style="list-style-type: none">Display remindersChecklist of materials and tasks (printed out or digitally accessible)Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)Assistive technology (dictation, immersive reader, etc...)Flash cardsTeacher notesGraphic organizerClear parameters and student workspaceTimer to monitor task and durationStudy guidesGuided notesChoices for alternative assignmentsStudents are asked to come for extra help to review/retake assessment and homework assignmentsStudents are allowed time and a half on assessmentsProvide the student with frequent check-ins during class-time workVisual cue or signsRephrase of questions and directionsPartner or group work on skill developmentAssistance by instructional videos or curated videos online	<ul style="list-style-type: none">Students are asked to come for extra help to review/retake assessment and homework assignmentsStudents are allowed time and a half on assessmentsProvide the student with frequent check-ins during class-time workScaffolding assignmentsChunking of materialsAllow for errorsPre-teach materialsSupply teacher demoRephrase of questions and directionsVisual cue or signsSmall group assistance or collaborationPartner or group work on skill developmentAssistance by instructional videos or curated videos onlineGuide with options for student goal settingUse of timer or a clock to monitor time of student activity	<ul style="list-style-type: none">Provide students with extra problem sets that challenge and involve higher level thinkingInquiry lead discussions and activitiesMore complex tasks and projectsHigher level questioning and techniquesStudent demoing and explanationProvide opportunities for students to set personal goals, keep records and monitor their own learning progressMultiple assessments given in different domains, that showcase student interests, strengths, and needsUse multiple approaches to accelerate learning within and outside of the school settingUse enrichment options to extend and deepen learning opportunities within and outside of the school settingUse individualized learning options such as mentorships, internships, online courses, and independent study

