



**Tri-District**

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

**Course Title:** Health

**Content Area:** Health

**Grade Level(s):** 12

**Curriculum Writer(s):** Steven Stabile

**Date Created:** July 2022

**Date Approved by Board of Education:** September 2022

**Course Description:** This course content will include a review and expansion of student knowledge regarding all topics addressed in previous health courses in addition to new topics, discussions, and activities that will prepare students for adult life. The course will feature a unit on the responsibilities of a healthy relationship and parenting, and the Lifelines program will continue. A review of current drug trends will also occur via our Student Assistance Counselor.

**Pacing Guide**

Unit 1: Reproductive Systems Review

Unit 2: Responsibilities for Self Health, Dating, and Relationships

Unit 3: Family Dynamics and Responsibilities

Unit 4: Pregnancy, Responsibilites, and Safe Haven Infant Protection Act

Unit 1: 2 weeks

Unit 2: 2 weeks

Unit 3: 2 weeks

Unit 4: 3 weeks



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**Unit 1: Reproductive Systems Review**

**Unit Summary:** Human anatomy and the birthing process will be reviewed in this unit. Students will also review the importance of hygiene and any conditions or illnesses associated with the reproductive systems.

**Interdisciplinary Connections:**

English Language Arts: (responding to questions in writing)

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies: (communicating and respecting people in the community, peers, families, and medical professionals)

- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Science: (use of organs, cells, bones, and genetics)

- HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
- HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.



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- HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

**Career Readiness, Life Literacies, and Key Skills:**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

**Technology Integration:**

Google Classroom, Google (Docs, Sheets, Slides), Smart Board (screen):

- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

| NJSLS Number | NJSLS Content  |
|--------------|--|
| 2.1.12.PGD.1 | Develop a healthcare plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy social and emotional life. |
| 2.1.12.PGD.2 | Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social, and emotional stages of early adulthood.                                     |
| 2.1.12.PP.1  | Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).           |



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| 2.1.12.PP.2  | Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.                     |
| 2.1.12.PP.3  | Identify trusted adults, including family members, caregivers, school staff, and healthcare professionals to ask questions and discuss pregnancy and other health topics.           |
| 2.1.12.PP.4  | List the major milestones of each trimester of fetal development utilizing medically accurate information.  |
| 2.1.12.EH.1  | Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.  |
| 2.1.12.SSH.1 | Analyze the influences of peers, family, media, social norms, and culture on the expression of gender, sexual orientation, and identity.  |
| 2.1.12.SSH.2 | Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations. |
| 2.1.12.SSH.3 | Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, and disability status and make recommendations to address those issues.                       |
| 2.1.12.SSH.6 | Analyze the benefits of abstinence from sexual activity using reliable resources.   |
| 2.1.12.SSH.7 | Analyze factors that influence the choices and effectiveness of safer sex methods and contraception, including risk reduction and risk elimination strategies.                      |
| 2.1.12.SSH.8 | Describe the human sexual response cycle, including the role of hormones and pleasure.  |



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| 2.1.12.CHSS.2 | Develop an advocacy plan for a health issue and share this information with others who can benefit.   |
| 2.1.12.CHSS.5 | Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation in the home, at school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products). |
| 2.1.12.CHSS.6 | Evaluate the validity of health information, resources, and services in school, at home, and in the community.  |
| 2.1.12.CHSS.7 | Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).  |
| 2.3.12.HCDM.1 | Develop a healthcare plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).   |
| 2.3.12.HCDM.2 | Provide examples of how drugs and medication mimic or block the action of certain cells in the body and how abusing drugs can affect the human body.  |
| 2.3.12.HCDM.3 | Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).  |
| 2.3.12.HCDM.5 | Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).   |

|                                 |   |
|---------------------------------|---|
| <b>Enduring Understandings:</b> | <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What are the functions of the male and female reproductive organs and hormones?</li> </ul> |
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| <ul style="list-style-type: none"><li>● Early detection and treatment of negative conditions or disorders concerning the reproductive system are important for the health of oneself and being able to have children.</li><li>● Affordability and accessibility of healthcare impact the prevention, early detection, and treatment of health conditions (e.g., self-exams).</li><li>● Health enhancing behaviors can contribute to an individual reducing and avoiding health risks.</li><li>● Sexuality is an important part of who a person is and who he or she will become.</li><li>● Sexuality includes all the feelings, thoughts, and behaviors and being attracted and being in love, as well as relationships that include sexual intimacy and sexual activity.</li></ul> | <ul style="list-style-type: none"><li>● Why is the accessibility of preventive healthcare important to a healthy lifestyle?</li><li>● How does society influence the different ways people express their sexuality?</li><li>● How can we promote acceptance and tolerance of all sexual orientations and gender identity?</li></ul> |
|---|---|

**Instructional Outcomes:**

- SWBAT: Identify the organs and functions of the reproductive systems.
- SWBAT: Explain how to properly perform a breast and testicular self-exam.
- SWBAT: Explain the menstrual cycle.
- SWBAT: Explain what a pap test analyzes and the importance of having a yearly gynecological exam.
- SWBAT: Identify disorders of both reproductive systems.
- SWBAT: Examine various types of cancers affecting both reproductive systems.
- SWBAT: Demonstrate an understanding of the significance of testing treatments and long-term effects related to reproductive disorders.



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- SWBAT: Identify where or how one may obtain preventive care, testing, and treatment.

**Formative Assessments:**

- Do now (terms and definitions, think pair share)
- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)

**Summative Assessments:**

- Tests
- Quizzes
- Worksheets

**Alternative Assessments:**

- Flexible pace learning
- Collaborative learning
- Digital resources

**Learning Activities:**

- Students will be administered diagrams of the male and female reproductive systems and properly label the organs, glands, and cells. Class discussion will follow with an interactive diagram displayed on the Smart Board. All students' questions will be answered, and all diagrams will be properly labeled.
- A Google Slideshow via Google Classroom will be presented to students. It will include the stages of the birthing process. Working in groups, the students will label their own slideshows and put the stages in the correct order. An interactive slideshow clarifying the proper order will then be presented. Class discussion will follow identifying and clarifying proper definitions, vocabulary, and functions.



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- Students will watch a video clip on menstruation and complete a worksheet that coincides. Class discussion will follow making sure that all answers are correct. All student questions will be answered and clarified as needed.
- Students will watch a video clip of possible ailments or conditions of the reproductive systems and complete a worksheet that coincides. Class discussion will follow making sure that all answers are correct. All student questions will be answered and clarified as needed.
- Students will read an article on menopause and complete a worksheet that coincides. Class discussion will follow making sure that all answers are correct. All student questions will be answered and clarified as needed.

#### **Accommodations/Modifications:**

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

#### **Curriculum Development Resources:**

- Middletown Township Health and Physical Education Curriculum  
<https://sites.google.com/middletownk12.org/mtpscourseselection>
- Glencoe Health and Human Sexuality Textbook
- kidshealth.org

#### **Notes/Comments:**

- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

## **Unit 2: Responsibilities for Self Health, Dating, and Relationships**



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**Unit Summary:** This unit will be a review of previously taught content and a segue to the next unit in which the focus is relationships and family dynamics. The students will be reminded to take care of themselves first and to achieve their own wellness before having and being an asset in a relationship. The unit will also include the importance of safe dating and avoiding and exiting an abusive relationship.

#### **Interdisciplinary Connections:**

English Language Arts: (responding to questions in writing)

- NJSLA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies: (communicating and respecting people in the community, peers, families, and medical professionals)

- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
- 6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
- 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

Science: (use of organs, cells, bones, and genetics)

- HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.



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- HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

**Career Readiness, Life Literacies, and Key Skills:**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

**Technology Integration:**

Google Classroom, Google (Docs, Sheets, Slides), Smart Board (screen):

- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
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| NJSLS Number | NJSLS Content  |
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| 2.1.12.PGD.1 | Develop a healthcare plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy social and emotional life. |
| 2.1.12.PGD.2 | Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social, and emotional stages of early adulthood.                                     |



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| 2.1.12.PP.1  | Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).  |
| 2.1.12.PP.2  | Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.           |
| 2.1.12.PP.3  | Identify trusted adults, including family members, caregivers, school staff, and healthcare professionals to ask questions and discuss pregnancy and other health topics. |
| 2.1.12.PP.6  | Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.                      |
| 2.1.12.EH.1  | Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.  |
| 2.1.12.EH.2  | Analyze factors that influence the emotional and social impact of mental health illness on the family.  |
| 2.1.12.EH.3  | Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).          |
| 2.1.12.EH.4  | Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audiences (e.g., dimensions of health).            |
| 2.1.12.SSH.1 | Analyze the influences of peers, family, media, social norms, and culture on the expression of gender, sexual orientation, and identity.                                  |



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| 2.1.12.SSH.2  | Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations. |
| 2.1.12.SSH.3  | Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, and disability status and make recommendations to address those issues.                       |
| 2.1.12.SSH.4  | Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).  |
| 2.1.12.SSH.5  | Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.   |
| 2.1.12.SSH.6  | Analyze the benefits of abstinence from sexual activity using reliable resources.   |
| 2.1.12.SSH.7  | Analyze factors that influence the choices and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.                      |
| 2.1.12.SSH.9  | Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.   |
| 2.1.12.SSH.10 | Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.                                |
| 2.1.12.CHSS.1 | Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.  |
| 2.1.12.CHSS.3 | Explain the purpose of the Safe Haven Law and identify locations in your community.   |



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| 2.1.12.CHSS.4 | Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).                                  |
| 2.1.12.CHSS.5 | Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation in the home, at school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products). |
| 2.1.12.CHSS.6 | Evaluate the validity of health information, resources, and services in school, at home, and in the community.  |
| 2.1.12.CHSS.9 | Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.   |
| 2.3.12.PS2    | Analyze the short and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.  |
| 2.3.12.PS.5   | Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).   |
| 2.3.12.PS.6   | Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.   |
| 2.3.12.PS.7   | Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.   |
| 2.3.12.PS.8   | Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).   |



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| 2.3.12.PS.9                                  | Evaluate strategies to use social media safely, legally, and respectfully.  |
| 2.3.12.PS.10<br>(as per NJDOE, same as PS.2) | Analyze the short and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.  |
| 2.3.12.HCDM.1                                | Develop a healthcare plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).   |
| 2.3.12.HCDM.2                                | Provide examples of how drugs and medication mimic or block the action of certain cells in the body and how abusing drugs can affect the human body.  |
| 2.3.12.HCDM.3                                | Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).  |
| 2.3.12.HCDM.5                                | Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).       |
| 2.3.12.HCDM.6                                | Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders). |

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| <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.</li> </ul> | <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are some attributes that one might look for in a potential dating or life partner?</li> <li>● Why is it important to set dating limits and boundaries?</li> <li>● What tactics are used to exploit vulnerabilities to recruit youth?</li> </ul> |
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- There are state and federal laws that provide access to sexual healthcare services for minors and that protect minors from unhealthy sexual situations.
- State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.
- Respect, self-esteem, and effective communication are important attributes of a healthy relationship.
- Abusive relationships are about power and control.
- Healthy relationships establish boundaries.
- Personal values and priorities will influence your decisions on when to become sexually active.
- Consent laws vary state to state.
- Exploitation and trafficking can happen anywhere.
- A harmful relationship destroys self-respect, interferes with productivity and health, and includes addiction and/or violence.
- A violent relationship is a relationship in which one or both persons are harmed physically, mentally, and/or emotionally.
- There are many ways to prevent and resolve harmful relationships.
- Physical, emotional, social, and verbal are different types of abuse in relationships.
- Date rape is forced sexual relations by someone the person knows and may have a romantic relationship with.

- How can I practice self-protection strategies and educate those around me to use similar strategies?
- How can I prevent date rape?



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**Instructional Outcomes:**

- SWBAT: Explain the importance of maintaining individuality, balance, open communication, support, and safety in dating relationships.
- SWBAT: Recognize characteristics and signs of an unhealthy relationship as opposed to those of a health relationship.
- SWBAT: Identify elements of an exit plan if you are involved in a violent relationship.
- SWBAT: Identify the signs (i.e. red flags) of dating violence and preventative strategies to combat abuse.
- SWBAT: Recognize the influence of culture, media, and technology when making decisions.
- SWBAT: Explain and carry out common methods of manipulation.
- SWBAT: Identify the different types of date rape drugs and the side effects they cause.
- SWBAT: Explain the meaning of consent; No means no, and permission may be removed at any time.

**Formative Assessments:**

- Do now (terms and definitions, think pair share)
- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)

**Summative Assessments:**

- Tests
- Quizzes
- Worksheets

**Alternative Assessments:**

- Flexible pace learning
- Collaborative learning



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- Digital resources

#### **Learning Activities:**

- Review of Wellness and Decision Making: Students will receive a blank wellness wheel in which they have to insert the health components (physical, social, mental, and emotional) and list all examples. A review of the decision making process (D.E.C.I.D.E.) will occur next. Class discussion will address the importance that this process plays before entering into a serious relationship.
- Raise a Red Flag!: Analyze various dating violence situations and discuss strategies for resolving the conflict.
- Video Review: Students will view a video on domestic violence, sexual violence and assault, acquaintance rape, or sexual assaults and rapes on college campuses. Students will complete a worksheet that coincides with the video with class discussion to follow.
- Article Review: After reading an article about abusive relationships, students will write a reaction explaining how they might feel in a similar situation.
- Group discussion on the influence of media (i.e. video, print music, computer technology) and how it may affect decision making will occur.
- Create a Dating Awareness Campaign: Students will create a poster, brochure, flier, or assembly focusing on the different types, warning signs, and effects of dating violence. The students will include facts and statistics on dating violence along with suggestions for breaking the cycle of violence.

#### **Accommodations/Modifications:**

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

#### **Curriculum Development Resources:**

- Middletown Township Health and Physical Education Curriculum  
<https://sites.google.com/middletownk12.org/mtpscourseselection>
- Glencoe Health and Human Sexuality Textbook
- Lifelines
- kidshealth.org



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#### **Notes/Comments:**

- This unit is designed to promote self-esteem before entering and while maintaining a relationship. The final Lifelines program component will also be incorporated into this unit. This will focus on setting goals and preserving positive self-esteem when breakups occur.
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

### **Unit 3: Family Dynamics and Responsibilities**

**Unit Summary:** Students will gain a deeper understanding of these family dynamics: the family life cycle, family roles, cultural and religious influences on the family, family crises, and conflict resolution. Family dynamics are the patterns of interactions between family members. Students will engage in discussions about family differences and identify various components of family functions. Each family system and its dynamics are unique, although there are some common patterns. All families have some helpful and some unhelpful dynamics.

#### **Interdisciplinary Connections:**

English Language Arts: (responding to questions in writing)

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies: (communicating and respecting people in the community, peers, families, and medical professionals)



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- 6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
- 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

Science: (use of organs, cells, bones, and genetics)

- HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
- HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

Mathematics: (budgeting for a wedding and maintaining everyday life as a healthy family)

- S-MD.B.5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

**Career Readiness, Life Literacies, and Key Skills:**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

**Technology Integration:**

Google Classroom, Google (Docs, Sheets, Slides), Smart Board (screen):

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



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- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

| <b>NJSLS Number</b> | <b>NJSLS Content</b>   |
|---------------------|--|
| 2.1.12.PGD.1        | Develop a healthcare plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy social and emotional life. |
| 2.1.12.PGD.2        | Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social, and emotional stages of early adulthood.                                     |
| 2.1.12.PP.5         | Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).                    |
| 2.1.12.PP.6         | Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.                               |
| 2.1.12.PP.7         | Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.  |
| 2.1.12.PP.8         | Assess the skills needed to be an effective parent.  |
| 2.1.12.PP.9         | Evaluate parenting strategies used at various stages of child development based on reliable sources of information.  |
| 2.1.12.CHSS.6       | Evaluate the validity of health information, resources, and services, in school, at home, and in the community.  |



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| 2.1.12.CHSS.8 | Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.   |
| 2.3.12.PS.5   | Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).   |
| 2.3.12.PS.6   | Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence. |

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| <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Family members support and care for one another, especially during difficult times.</li> <li>● Culture, language, beliefs, values, customs, and traditions help shape the identity of a family as well as an individual.</li> <li>● Some families may have similar dynamics but not identical, and some may be completely different.</li> <li>● It is important to communicate effectively in order to develop and maintain a healthy long lasting relationship.</li> <li>● The decisions we make through life impact the lives of those around us.</li> <li>● A parent’s job is to raise their children to become good, caring, and responsible adults.</li> </ul> | <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What relationships in your life are most important to you?</li> <li>● Why is effective communication vital to any relationship?</li> <li>● What are the various structures of families?</li> <li>● How do families influence who we are?</li> <li>● What influences family dynamics?</li> <li>● What are some attributes that one might look for in a potential life partner?</li> <li>● What makes a good parent?</li> <li>● How do issues of divorce affect the entire family?</li> <li>● What factors predict success in commitment and marriage?</li> <li>● What are some reasons for choosing parenthood?</li> <li>● Why is it risky for teens to marry?</li> </ul> |
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| <ul style="list-style-type: none"><li>● Healthy individuals demonstrate the ability to identify who, when, where, and/or how to seek help for oneself or others.</li><li>● A commitment is a pledge or promise that is made; whereas, marriage is a promise to love and nurture a spouse for a lifetime.</li><li>● There are many growth and development stages of childhood.</li><li>● Parents need skills and knowledge to care for a child so that they can grow up in a healthy and positive environment.</li></ul> | <ul style="list-style-type: none"><li>● How can a parent support the growth and development of a child from birth to age five?</li></ul> |
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**Instructional Outcomes:**

- SWBAT: Examine the laws regulating marriage.
- SWBAT: Identify the components of a successful marriage.
- SWBAT: Evaluate the effects of divorce and the impact it has on children.
- SWBAT: Examine the laws regulating divorce.
- SWBAT: Analyze the roles of parents and guardians in promoting a safe and healthy environment for children.
- SWBAT: Discuss causes of a dysfunctional family and the impact it may have on children.
- SWBAT: Recognize the importance of child safety responsibilities as it relates to motor vehicles.
- SWBAT: Discuss sudden infant death syndrome.
- SWBAT: Discuss the effects of abuse.

**Formative Assessments:**

- Do now (terms and definitions, think pair share)



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- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)

**Summative Assessments:**

- Tests
- Quizzes
- Worksheets

**Alternative Assessments:**

- Flexible pace learning
- Collaborative learning
- Digital resources

**Learning Activities:**

- Letter to Close Family Member: Write a letter to a close family member explaining how he or she influenced you. Class discussion will follow with students having the opportunity to voluntarily read their letters to the class. A video clip will be viewed showing people discussing how important certain family members were to them and how they influenced them.
- State Lottery: Students will select and research the marriage laws for different states and present their findings to the class, comparing them to the marriage laws for New Jersey. Class discussion will follow where students will share their findings. All student questions will be answered and clarified as needed.
- The Wedding Project: Students will work with partners and plan their ideal wedding. Each day students will receive material such as planning for a venue, bridal registries, etc.
- Road Map to the Future: Students will create a road map to the future in which they set family and parenting goals to reach. Class discussion will follow. Students will compare and contrast their road maps.



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- The Parent/Baby Project: This is a continuation of the wedding project. Students will receive material each day, such as picking their careers from a hat, and then having to buy a house and have children. They will receive baby shower registries, name their children, make sure that they have a house that has a bedroom(s) for their child or children, and share what activities they are involved in and how they manipulate their child's schedule around their own.
- Child Seat Installation: As a review from the Driver Education course, students will recall where and how a child seat is supposed to be installed in a vehicle. Students will demonstrate how to properly install a child seat.

#### **Accommodations/Modifications:**

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

#### **Curriculum Development Resources:**

- Middletown Township Health and Physical Education Curriculum  
<https://sites.google.com/middletownk12.org/mtpscourseselection>
- Glencoe Health and Human Sexuality Textbook
- <https://www.njsafehaven.org/>
- <https://www.plannedparenthood.org>

#### **Notes/Comments:**

- This is a unit that serves as a bridge between taking a relationship to the next level and having a family. It is designed to demonstrate to the students how much responsibility is entailed in caring for oneself and everyone else in their family while raising their own children to become healthy and independent. It also serves as a segue to the next unit covering teen pregnancy. Providing for children as an adult is challenging, and it is even more challenging to do so as a teenager.
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.



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**Unit 4: Pregnancy, Responsibilities, and Safe Haven Infant Protection Act**

**Unit Summary:** This unit is a continuation of the last unit regarding responsible parenting. The students will learn about the expenses of raising a child as well as participate in discussions of decision making and analyzing options associated with teen pregnancy. Students will become familiar with the Safe Haven Infant Protection Act. Students will assess the costs of independent living and will conduct a cost analysis relating to child care and a child's needs.

**Interdisciplinary Connections:**

English Language Arts: (responding to questions in writing)

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies: (communicating and respecting people in the community, peers, families, and medical professionals)

- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
- 6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
- 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

Science: (use of organs, cells, bones, and genetics)



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- HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
- HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

Mathematics: (budgeting for having a child as a teenage parent)

- S-MD.B.5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

**Career Readiness, Life Literacies, and Key Skills:**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

**Technology Integration:**

Google Classroom, Google (Docs, Sheets, Slides), Smart Board (screen):

- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

| NJSLS Number | NJSLS Content |
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| 2.1.12.PGD.1 | Develop a healthcare plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy social and emotional life. |
| 2.1.12.PGD.2 | Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social, and emotional stages of early adulthood.                                     |
| 2.1.12.PP.1  | Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).           |
| 2.1.12.PP.2  | Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.                    |
| 2.1.12.PP.3  | Identify trusted adults, including family members, caregivers, school staff, and healthcare professionals to ask questions and discuss pregnancy and other health topics.          |
| 2.1.12.PP.5  | Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).                    |
| 2.1.12.PP.6  | Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.                               |
| 2.1.12.PP.7  | Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.  |
| 2.1.12.PP.8  | Assess the skills needed to be an effective parent.  |
| 2.1.12.PP.9  | Evaluate parenting strategies used at various stages of child development based on reliable sources of information.  |



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| 2.1.12.SSH.5  | Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.   |
| 2.1.12.SSH.6  | Analyze the benefits of abstinence from sexual activity using reliable resources.   |
| 2.1.12.SSH.7  | Analyze factors that influence the choices and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.  |
| 2.1.12.CHSS.3 | Explain the purpose of the Safe Haven Law and identify locations in your community.   |
| 2.1.12.CHSS.4 | Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).                    |
| 2.3.12.PS.1   | Apply a thoughtful decision making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).   |
| 2.3.12.HCDM.2 | Provide examples of how drugs and medication mimic or block the action of certain cells in the body and how abusing drugs can affect the human body.  |
| 2.3.12.HCDM.4 | Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer).  |
| 2.3.12.ATD.1  | Examine the influences of drug use and misuse on an individual's social, emotional, and mental wellness.  |
| 2.3.12.ATD.2  | Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs). |



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| 2.3.12.ATD.3  | Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health risk behaviors.   |
| 2.3.12.DSDT.1 | Correlate duration of drug use and abuse to the incidence of drug related deaths, injuries, illness, and academic performance.  |
| 2.3.12.DSDT.2 | Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.   |
| 2.3.12.DSDT.3 | Examine the drug laws and regulations of the state of New Jersey, other states, and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).      |
| 2.3.12.DSDT.4 | Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.  |
| 2.3.12.DSDT.5 | Evaluate the effectiveness of various strategies and skills that support an individual’s ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support). |

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| <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.</li> <li>● Healthy individuals demonstrate the ability to identify who, when, where, and/or how to seek help for oneself or others.</li> <li>● Abortions are controversial because of personal religious beliefs, morals, values, and emotions.</li> <li>● There are benefits of considering adoption.</li> </ul> | <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What options are available to a woman facing an unwanted pregnancy?</li> <li>● What are some challenges of teen pregnancy?</li> <li>● What are some responsibilities of both teen mothers and fathers?</li> <li>● What are the costs associated with independent living?</li> <li>● What are the costs related to caring for a child(ren)?</li> <li>● How can communication be a resource in preventing teen pregnancy?</li> <li>● How would becoming a teen parent or single parent change your life?</li> </ul> |
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- Independent living requires the ability to budget financial resources.
- Raising children takes time, energy, and financial resources.
- Most teens are not equipped to handle the responsibility of child rearing.
- Alcohol and drugs will impair your judgment when you try to be assertive or make a proper decision.
- Teen pregnancy could be avoided when partners in a relationship communicate effectively and are aware of each other's needs, boundaries, and safety prior to any sexual engagement.
- A teenager's social life will drastically change and may cause emotional strain being a parent.
- Responsibility roles will also change going from a carefree teenager to a parent.

**Instructional Outcomes:**

- SWBAT: Identify the physical, emotional, and social impacts of abortion that an individual may experience.
- SWBAT: Analyze the impact of Roe versus Wade.
- SWBAT: Investigate the New Jersey laws pertaining to abortions and those of surrounding states.
- SWBAT: Analyze the effects of teenage pregnancy on the individual, family, and society.
- SWBAT: Discuss and recognize the amount of care raising a newborn requires.



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- SWBAT: Identify the problems facing pregnant teens and examine options available to them.

**Formative Assessments:**

- Do now (terms and definitions, think pair share)
- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)

**Summative Assessments:**

- Tests
- Quizzes
- Worksheets

**Alternative Assessments:**

- Flexible pace learning
- Collaborative learning
- Digital resources

**Learning Activities:**

- Abortion Laws: Students will research the abortion laws of New Jersey and how they compare to the surrounding states. Discussion will follow where students will present their findings to the class.
- Life Changes Being a Teen Parent: Students will read articles and watch video clips of current teen parents and adults who were teen parents and complete a worksheet that coincides with the articles and video clips. Class discussion will follow addressing how the situations covered in the articles and clips changed the lifestyles of parents who had a baby.



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- Pregnancy Belly: Working in small groups, students will take turns observing a pregnant mother and father performing tasks while wearing a pregnancy belly.
- Financial Situations Associated with Teenage Pregnancy: Students will receive a list of expenses associated with being a parent. Students will identify the costs associated with teen pregnancy, childbirth, and child rearing until age one. Class discussion will follow comparing and contrasting what other students have discovered.
- New Jersey Safe Haven Laws: Students will research New Jersey Safe Haven Laws and design a pamphlet identifying resources available to pregnant teens. Class discussion will follow and students will share their pamphlets. All information will be clarified as will other aspects of the laws.

**Accommodations/Modifications:**

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

**Curriculum Development Resources:**

- Middletown Township Health and Physical Education Curriculum  
<https://sites.google.com/middletownk12.org/mtpscourseselection>
- Glencoe Health and Human Sexuality Textbook
- kidshealth.org
- <https://www.njsafehaven.org/>
- <https://www.plannedparenthood.org>

**Notes/Comments:**

- The course will conclude with lessons addressing current drug trends, which will be provided by the Student Assistance Counselor. The connection between drug use and teen pregnancy will be explored during these lessons.
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.