

Orange Public Schools Office of Innovation

Family Living (Grade 11)



Board Approved: October 11, 2022

ORANGE TOWNSHIP BOARD OF EDUCATION



Shawneque Johnson
President

Jeffrey Wingfield
Vice President

Members

Guadalupe Cabido
Sueann Gravesande

Samantha Crockett
Derrick Henry
Fatimah Turner, Ph.D.

David Armstrong
Siaka Sherif

SUPERINTENDENT OF SCHOOLS

Gerald Fitzhugh, II, Ed.D.

ASSISTANT SUPERINTENDENT OF INNOVATION & SYSTEMS

Tina Powell, Ed.D.

BUSINESS ADMINISTRATOR/ BOARD SECRETARY

Jason E. Ballard, CEFM, QPA, RSBO

ASSISTANT BUSINESS ADMINISTRATOR/ASSISTANT BOARD SECRETARY

Lamont T. Zachary

EXECUTIVE DIRECTORS

Faith Alcantara, *Office of Innovation/Community Engagement*
Shelly Harper, *Office of Special Education/Intervention*
Glasshebra Jones, *Office of Human Resources*

Jacquelyn Blanton, Ed.D., *Office of Early Learning*
Karen Harris, *Office of Humanities*
David Scutari, *Office of STEM-Focused Learning*

PRINCIPALS

Jason Belton, *Orange High School*
Yancisca Cooke, Ed.D., *Forest Street Community School*
Cayce Cummins, Ed.D., *John Robert Lewis Early Childhood Center*
Dana Gaines, *Oakwood Avenue Community School*
Myron Hackett, Ed.D., *Park Avenue School*
Carrie Halstead, *Orange Preparatory Academy Academy of Inquiry and Innovation*
Patrick Yearwood., *Lincoln Avenue School*

Debra Joseph-Charles, Ed.D., *Rosa Parks Community School*
Karen Machuca, *Scholars Academy*
Dion Patterson, *Heywood Avenue School*
Robert Pettit, *Cleveland Street School (OLV)*
Devonii Reid, Ed.D., *STEM Innovation Academy of the Oranges*
Erica Stewart, Ed.D., *Twilight Program*
Denise White, *Central Elementary School*

ASSISTANT PRINCIPALS/DEAN OF STUDENTS


Aimie McKenzie-Smith, *Lincoln Avenue School*
Anthony Frantantoni, *Orange High School*
Terance Wesley, *Rosa Parks Community School*
Samantha Sica-Fossella, *Orange Preparatory Academy of Inquiry & Innovation*
Kavita Cassimiro, *Orange High School*
Christina Tighe, Ed.D., *Lincoln Avenue School*
Daniele Washington, *Cleveland/Central Schools*
Michael Dixon, *Orange Preparatory Academy of Inquiry Innovation*

Shannon Keogh, *Forest Street Community School*
Emily Shaltuper, *Orange Early Childhood Center*
Sandra Guerra, *Rosa Parks Community School*
Gerald J. Murphy, *Heywood Avenue School*
Shadin Belal, Ed.D., *Orange High School*
April Stokes, *Park Avenue School*
Noel Cruz, *Dean of Students, Lincoln Avenue School*
Yoniel Lopez, Ed.D., *Orange High School*

SUPERVISORS

Tia Burnett, *Testing*
MengLi Chi Liu, *Mathematics (9-12)*
Jonathan Clerie., *Visual & Performing Arts*
Marc Levenson, *Social Studies (K-12)*
Janet McClouden, Ed.D., *Special Services*
Adriana Hernandez, *ELA (K-2) & Media Specialists*
TBD, *STEM-Focused Learning (K-12)*
Marcey Thomas, *ELA (9-12)*

Henie Parillon, *Science (K-12)*
Delia Abreu, *ELA (3-7) & Media Specialists*
Belinda Komarica, *Mathematics (K-5)*
Nurka Nieves, Ed.D., *Bilingual/ESL & World Languages*
Frank Tafur, *Guidance*
Amina Mateen, *Special Services*
Jahmel Drakeford, *CTE & Physical Education (8-12)*



Family Living Grade 11 

Course Description:

This course focuses on developing skills in problem solving, interpersonal relationships, family management issues, citizenship, and social health problems.

Scope and Sequence

Timeline	Concepts
Weeks 1-3	Relationships and Dating
Weeks 4-6	Family Life
Weeks 7-9	Conception through Parenting
Week 10	Review for Final

Unit I	Health	Grade(s)	11 
Unit Plan Title:	Relationships and Dating		
Overview/Rationale			
<p>This unit will introduce students to the concepts of love and infatuation, to identify and describe a healthy relationship. Students will examine how a healthy relationship grows, as well as identify signs of an abusive relationship. This unit will discuss how to work through conflicts in a relationship and how to cope with break ups.</p>			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"> • 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics. • 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent. • 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. • 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.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship. • 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. 			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP3. Attend to personal health and financial well-being. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of decisions. • CRP6. Demonstrate creativity and innovation. • CRP7. Employ valid and reliable research strategies. • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. • CRP9. Model integrity, ethical leadership and effective management. • CRP10. Plan education and career paths aligned to personal goals. • CRP11. Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence. 			
Computer Science and Design Thinking 		Interdisciplinary Standards	
<p>8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.</p> <p>8.1.12.NI.2: Evaluate security measures to address various common security threats.</p> <p>8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.</p> <p>8.1.12.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.</p>		<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

Family Living (Grade 11)

8.1.12. AP.3: Select and combine control structures for a specific application based upon performance and readability and identify tradeoffs to justify the choice.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.


NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How do you know if it's love or infatuation? 
- How can sexual abstinence be a positive component in a relationship?
- How do commitment, monogamy, and marriage intermingle?
- How do partners work through conflict?

Enduring Understandings

- People benefit from close relationships to share life experiences with.
- A healthy and positive self-image is necessary in developing a healthy relationship.
- Monogamous relationships can work by clearly defining and addressing each problem while honoring the other person

Student Learning Targets/Objectives

By the end of the unit students will be able to

- Distinguish between mature love vs infatuation and define the stages of a healthy relationship.
- Identify the signs of an abusive relationship.

Family Living (Grade 11)

- Analyze how choosing abstinence will impact their health and well-being.
- Examine the connections between monogamy, commitment, and marriage.

Assessments

- Pre and Formative - Do Now, Teacher Questioning, Kahoot, lesson quizzes, Homework, Think-pair-share, 3-2-1, Exit Tickets.
- Summative- Unit Test, Portfolios, Role Play Scenarios, Writing Prompts
- Authentic - Reflective Journal. Create a potential relationship scenario that includes 2-3 strategies and how you would implement them – ask a peer to review and provide feedback (oral presentation).

Teaching and Learning Actions

Instructional Strategies

And Modifications

(SE/504, ELL, GT, At-Risk)

Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.

Cooperative Learning - Students will be placed in small mixed-ability groups that will allow for the exchange of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words that broaden their use of vocabulary.

Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with students will take place.

Word Wall- A collection of words for each lesson that is put on display in the classroom. As the students learn new words will be added to help build and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.

Instructional Strategies (Student Led Modeling Support):

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenging themselves for growth.

English Language Learners (ELL) Students:

- Give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition to read content to the student

- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

Special Education Students Modifications:

- Adhere to all modifications and health concerns stated in each IEP.
- Use the NEWSLE software, which can revise the reading lexile level to meet students at current reading level
- Accommodating Instructional Strategies; Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

At Risk of Failure Students:



- Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies - Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Individualized Project Based Learning

Students With A 504:

- Adhere to all modifications and attend to any health concerns stated in the 504 plans.

<p><i>Learning Activities</i> </p>	<p>Textbook - Health: Making Life Choices</p> <p>Read and review chapter content, note taking of important concepts, open-ended questions, true/false questions, “what if” scenarios to check for understanding, exit tickets, and short quizzes at end of unit. Reading topics in this unit include:</p> <p>Section 1: Infatuation or Mature Love?</p> <ul style="list-style-type: none"> • Read and discuss chapter content, pgs. 494 – 496 • Complete Activity 1: Learning Vocabulary and Activity 2: Study Outline • Administer Section 1 quiz <p>Section 2: How to Develop a Healthy Relationship</p> <ul style="list-style-type: none"> • Read and discuss chapter content, pgs. 497 – 508 <ul style="list-style-type: none"> ○ Advantages of Abstinence ○ Coping with sexual Pressures ○ STOP Method • Complete Activity 2: Study Outline • Complete Handout 10: Am I in a Healthy Relationship? • Complete Handout 12: Attributes I Consider Important in a Prospective Partner • Administer Section 2 quiz <p>Complete and review “Chapter Review”, pg. 509 – 510</p> <p>Writing Activity: Have students choose (1) writing activity from the list provided on pgs. 512 – 513; create student pairs and have students provide each other with feedback on their response; have student pairs share their responses.</p> <p>One class period will be used to complete a full unit review. Additionally, students will use Activity 2: Study Outline and Chapter Review to study for unit assessment.</p> <p>Conclude unit with administration of Test A (any students who fail Test A, provide opportunity to review content and administer Test B)</p>
<p>Experiences (virtual and live field trips)</p>	<p>Online Dating Violence resources: https://www.nationalsafeplace.org/teen-dating-violence https://www.rainn.org/articles/online-dating-and-dating-app-safety-tips</p>
<p>Resources</p>	
<ul style="list-style-type: none"> • Glencoe, “Health: Making Life Choices” Chapter 18, Dating, Commitment, and Marriage  • Personal, Mental, and Emotional Health (relationships) • https://www.kidshealth.org/en/teens/sexual-health/ • Marriage & Relationship Advice • Marriage and Divorce Statistics • Teen Dating Violence • Dating Matters (Dating violence Prevention) • Teens 4 Health Relationships • Love is Respect (Dating 101) 	

Pacing/ Time Frame:

2 – 3 weeks (10 – 15 class periods)

Family Living (Grade 11)

Unit II	Health	Grade(s)	11
Unit Plan Title:	Family Life		
Overview/Rationale			
The unit focuses on the core ideas and understanding of the physical, emotional, and social aspects of human relationships. The focus is on various types of relationships that are of importance in life, how they change and why communication is critical. Relationships with companionship and intimacy are explored.			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"> ⊘ 2.1.12. PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics. ⊘ 2.1.12. PP.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.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. ⊘ 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior. ⊘ 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship. ⊘ 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). 			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP3. Attend to personal health and financial well-being. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP10. Plan education and career paths aligned to personal goals. ● CRP11. Use technology to enhance productivity. ● CRP12. Work productively in teams while using cultural global competence. 			
Computer Science and Design Thinking		Interdisciplinary Standards	

Family Living (Grade 11)

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

8.1.12.NI.2: Evaluate security measures to address various common security threats.

8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.

8.1.12. AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.

8.1.12. AP.3: Select and combine control structures for a specific application based upon performance and readability and identify tradeoffs to justify the choice.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How would you define family?
- How can a dysfunctional family affect future generation?
- How do families of the past compare to those of today?

- How important are trust, honesty and communication in a family?

Enduring Understandings

- Developing self-esteem, resiliency, tolerance and coping skills supports one’s emotional health.
- Families provide the foundation for future relationships
- A child who experiences healthy social development will be able to communicate, connect and show tolerance for others.
- As individuals mature, they seek out different relationships with peers, colleagues, and loved ones

Student Learning Targets/Objectives

By the end of the unit students will be able to

- Identify qualities and strategies for developing healthy relationships including healthy ways to manage or adapt to changes.
- Analyze how self-image, social norms (e.g., age, gender, culture, ethnicity), and personal beliefs may influence choices, behaviors, and relationships.
- Identify ways to recognize, respect, and communicate personal boundaries for self and others.
- Identify appropriate ways to show interest and express affection for others.
- Predict the impact of adolescent parenting (e.g., relationships, finances, education).

Assessments

- Pre and Formative- Do Now, Exit Ticket, Worksheets, Stories About Family, Let’s Communicate, Work It Out and Resolve Conflict, Evaluate type of TV families & roles of the characters.
- Summative- Unit Test
- Authentic- Descriptive Writing: Create a personal improvement plan for strengthening your own family. Identify three actions to achieve this PIP

Teaching and Learning Actions

*Instructional Strategies
And Modifications
(SE/504, ELL, GT, At-Risk)*

Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.

Cooperative Learning - Students will be placed in small mixed-ability groups that will allow for the exchange of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words that broaden their use of vocabulary.

Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with students will take place.

Word Wall- A collection of words for each lesson that is put on display in the classroom. As the students learn new words will be added to help build and

strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.

Instructional Strategies (Student Led Modeling Support):

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenging themselves for growth.

English Language Learners (ELL) Students:

- Give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition to read content to the student
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

Special Education Students Modifications:

- Adhere to all modifications and health concerns stated in each IEP.
- Use the NEWSELA software, which can revise the reading lexile level to meet students at current reading level
- Accommodating Instructional Strategies; Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

At Risk of Failure Students:

- Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies - Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Individualized Project Based Learning

Students With A 504:

- Adhere to all modifications and attend to any health concerns stated in the 504 plans.

<p><i>Learning Activities</i></p>	<p>Textbook - Health: Making Life Choices</p> <p>Read and review chapter content, note taking of important concepts, open-ended questions, true/false questions, “what if” scenarios to check for understanding, exit tickets, and short quizzes at end of unit. Reading topics in this unit include:</p> <p>Section 1: The Nature of Family</p> <ul style="list-style-type: none"> ● Read and discuss chapter content, pgs. 516 – 519 ● Complete Activity 1: Learning Vocabulary ● Activity 2: Identify the stages and goals of Family ● Administer Section 1 quiz <p>Writing Activity: Have students choose (1) writing activity from the list provided on pgs. 520; create student pairs and have students provide each other with feedback on their response; have student pairs share their responses.</p> <p>Section 2: Getting Along with Others</p> <ul style="list-style-type: none"> ● Read and discuss chapter content, pgs. 520 - 528 ● Complete Activity 1: Getting along with Siblings ● Complete Activity 2: Communicating effectively <ul style="list-style-type: none"> ○ Role play: Assertive vs Non-Assertive responses ● Administer Section 2 quiz <p>Writing Activity: Have students choose (1) writing activity from the list provided on pgs. 528; create student pairs and have students provide each other with feedback on their response; have student pairs share their responses.</p> <p>Section 3: Families with Problems</p> <ul style="list-style-type: none"> ● Read and discuss chapter content, pgs. 529 – 535 ● Complete Activity 1: Factors That often surround Divorce ● Complete Activity 2: Traits of a Functional vs Dysfunctional Family ● Complete Handout 12: The cycle of Abuse ● Administer Section 3 quiz <p>Writing Activity: Have students choose (1) writing activity from the list provided on pgs. 535; create student pairs and have students provide each other with feedback on their response; have student pairs share their responses.</p> <p>Section 4: Societies Support of Families</p> <ul style="list-style-type: none"> ● Read and discuss chapter content, pgs. 536 <ul style="list-style-type: none"> ○ Discuss How family changed in the past 50 years? <p>One class period will be used to complete a full unit review. Additionally, students will use Activity 2: Study Outline and Chapter Review to study for unit assessment.</p> <p>Conclude unit with administration of Test A (any students who fail Test A, provide opportunity to review content and administer Test B)</p>
<p>Experiences (virtual and live field trips)</p>	<p>Guest Speakers from Space @ OHS; local family counseling agencies</p>

Resources

- Glencoe, “Health: Making Life Choices” Chapter 19, Family Life
- https://www.purdue.edu/hhs/hdfs/fii/wp-content/uploads/2015/07/s_wifis01c02.pdf (What is a Family?)
- www.kidshealth.org/parent/ (School & Family Life)
- [Children, Youth and Families](#)
- [New Jersey Safe Haven](#)
- [Teens 4 Health Relationships](#)
- [Functional vs Dysfunctional Families](#) (10 Characteristics)
- [US Families Stats and Facts](#)

Pacing/ Time Frame:

2 – 3 weeks (10 – 15 class periods)

Family Living (Grade 11)

Unit III	Health	Grade(s)	11
Unit Plan Title:	Family Living: Conception through Parenting		
Overview/Rationale			
<p>This unit will further deepen students’ understanding of the reproductive systems, as well as discuss the many physical and emotional changes that occur during pregnancy. Students will discover how a baby grows and develops from a single cell, along with the importance of prenatal care to ensure a healthy pregnancy. Students will explore the childbirth process and examine the elements of parenting.</p>			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"> ● 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.4: List the major milestones of each trimester of fetal development utilizing medically accurate information. ● 2.1.12. PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics). ● 2.1.12. PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption. ● 2.1.12. PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent. ● 2.1.12. PP.8: Assess the skills needed to be an effective parent. ● 2.1.12. PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information. ● 2.3.12.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. 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). 			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP3. Attend to personal health and financial well-being. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP10. Plan education and career paths aligned to personal goals. ● CRP11. Use technology to enhance productivity. ● CRP12. Work productively in teams while using cultural global competence. 			
Computer Science and Design Thinking		Interdisciplinary Standards	
8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.		NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when	

Family Living (Grade 11)

8.1.12.NI.2: Evaluate security measures to address various common security threats.

8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.

8.1.12. AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.

8.1.12. AP.3: Select and combine control structures for a specific application based upon performance and readability and identify tradeoffs to justify the choice.

writing or speaking to support conclusions drawn from the text.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How is each stage of gestation and childbirth handled?
- How much of a role does emotional health have during pregnancy?
- How does an expectant mother handle fetal development, birth defects and other problems during pregnancy?
- How does the birth of a child change your life?

Enduring Understandings

Family Living (Grade 11)

- The decision to have children is affected by personal beliefs, needs, and wishes.
- The health habits of both parents prior to pregnancy can affect the health of the baby.
- Prenatal care includes medical visits, proper nutrition, avoiding risky behaviors, and exercise.
- Parenting is a skill that can be learned to ensure that the needs of the child are met.

Student Learning Targets/Objectives

By the end of the unit students will be able to

- Analyze the risks associated with teen pregnancy.
- Examine factors to consider when deciding to have children.
- Identify and describe healthy habits for both parents prior to pregnancy.
- Distinguish the stages of gestation and the fetal development in each.
- Examine the various factors in prenatal care and explain their importance in a healthy pregnancy.
- Identify elements of parenting and describe the needs a parent must provide for a child.

Assessments

- Pre and Formative - Do Now, Teacher Questioning, Kahoot, lesson quizzes, Homework, Think-pair-share, 3-2-1, Exit Tickets.
- Summative- Unit Test, Portfolios, Role Play Scenarios, Writing Prompts
- Authentic - Create a scenario of raising a child, from Birth to 18 years old, research all the time and the costs involved.

Teaching and Learning Actions

*Instructional Strategies
And Modifications
(SE/504, ELL, GT, At-Risk)*

Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.

Cooperative Learning - Students will be placed in small mixed-ability groups that will allow for the exchange of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words that broaden their use of vocabulary.

Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with students will take place.

Word Wall- A collection of words for each lesson that is put on display in the classroom. As the students learn new words will be added to help build and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.

Instructional Strategies (Student Led Modeling Support):

	<ul style="list-style-type: none"> ● Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus ● Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenging themselves for growth. <p>English Language Learners (ELL) Students:</p> <ul style="list-style-type: none"> ● Give students the option to change the language of the article to the student’s native language for most articles. ● Snap and read Google extension addition to read content to the student ● Use visuals whenever possible to support classroom instruction and classroom activities. ● Teacher modeling and written instructions for every assignment <p>Special Education Students Modifications:</p> <ul style="list-style-type: none"> ● Adhere to all modifications and health concerns stated in each IEP. ● Use the NEWSLA software, which can revise the reading lexile level to meet students at current reading level ● Accommodating Instructional Strategies; Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines ● Utilize Snap-n-Read and Co-Writer <p>At Risk of Failure Students:</p> <ul style="list-style-type: none"> ● Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit ● Modified Instructional Strategies - Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction ● Constant parental contact along with tutoring appointments ● Academic Contracts <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> ● Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects. ● Individualized Project Based Learning <p>Students With A 504:</p> <ul style="list-style-type: none"> ● Adhere to all modifications and attend to any health concerns stated in the 504 plan.
<p><i>Learning Activities</i></p>	<p>Textbook - Health: Making Life Choices</p>

Read and review chapter content, note taking of important concepts, open-ended questions, true/false questions, “what if” scenarios to check for understanding, exit tickets, and short quizzes at end of unit. Reading topics in this unit include:

Section 1: The Responsibilities of Pregnancy

- Read and discuss chapter content, pgs. 544 – 545
 - How does Parenting change a person's life?

Section 2: Deciding to Bear or Adopt Children

- Read and discuss chapter content, pgs. 546 – 548
- Complete Activity 2: Why might people choose to Adopt?
- Administer Section 1 and 2 quiz

Section 3: Reproduction

- Read and discuss chapter content, pgs. 549 – 551
- Complete Activity 7: How long do sperm live in the female reproductive tract?

Writing Activity: Have students choose (1) writing activity from the list provided on pgs. 551; create student pairs and have students provide each other with feedback on their response; have student pairs share their responses.

Section 4: Pregnancy

- Read and discuss chapter content, pgs. 552 – 553
- Complete Activity 1: What healthy habits should both parents maintain if considering beginning a pregnancy.
- Administer Section 3 and 4 quiz

Section 5: Fetal Development

- Read and discuss chapter content, pgs. 554 – 560
- Complete Activity 8: Why is a pregnant teen at special risk?

Writing Activity: Have students choose (1) writing activity from the list provided on pgs. 560; create student pairs and have students provide each other with feedback on their response; have student pairs share their responses.

Section 6: Birth Defects and Other Problem


- Read and discuss chapter content, pgs. 561 – 563
- Complete Activity 5: Identify some causes of abnormalities in pregnancy outcomes

Section 7: Childbirth

- Read and discuss chapter content, pgs. 564
 - Labor and Delivery vocabulary
- Administer Section 5, 6 and 7 quiz

One class period will be used to complete a full unit review. Additionally, students will use Activity 2: Study Outline and Chapter Review to study for unit assessment.

Conclude unit with administration of Test A (any students who fail Test A, provide opportunity to review content and administer Test B)

Experiences (virtual and live field trips)	https://www.ted.com/playlists/478/talks_for_when_youre_expecting https://www.youtube.com/watch?v=FD6SxDG_3w0
Resources	
<ul style="list-style-type: none"> ● Glencoe, “Health: Making Life Choices” Chapter 20, Conception through Parenting ● www.kidshealth.org/parents (Pregnancy & Baby) ● So That’s How Babies are made ● Parenting Styles ● Pregnancy Complications  ● Maternal and Child Health 	
Pacing/ Time Frame:	2 – 3 weeks (10 – 15 class periods)