

Ocean Academy Charter High School
 Health - Family Life Education Curriculum
 9th Grade



Original Adoption:	August 2024
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Ocean Academy Charter High School Physical Education Curriculum	
Content Area: H/PE	
Course Title: Family Life	Grade Level: 9
Unit 1: Social & Sexual Health	3 days
Unit 2: Relationships	4 days
Unit 3: The Reproductive System	3 days
Unit 4: Marriage and Parenthood	3 days
Unit 5: Pregnancy and Childbirth	3 days
Unit 6: Contraception/Sexual Orientation/Sexual Abuse and Violence	3 days
Unit 7: STI's	2 days
Unit 8: HIV and AIDS	2 days
Unit 9: Intro to Addiction and Opiates	2 days

Introduction
<p>In this course, 9th-grade students at Ocean Academy will explore a variety of important health topics, ranging from male and female anatomy to the effects of alcohol and potential careers in health education. The goal of this course is to help students</p>

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develop an appreciation for making responsible choices through effective learning. Students will engage in challenging situations that encourage both written and verbal communication. Critical thinking, small group discussions, and decision-making exercises will be incorporated to strengthen the positive self-esteem needed to navigate the pressures of today's world.

The 9th-grade Health curriculum consists of 9 interconnected units, each designed to introduce students to a wide range of relevant and timely health topics. These units build on one another to provide a solid foundation of skills and knowledge, with a particular focus on understanding human sexuality and fostering personal growth. Through these lessons, students will gain a deeper understanding of themselves and the world around them, equipping them with the tools to make informed decisions about their health.

**Ocean Academy Charter High School
Unit 1 Overview**

Content Area: Family Life

Unit 1 Title: Social and Sexual Health

Duration: 3 Days

Target Course/Grade Level: H/PE Grade 9

Unit 1 Focus

NJDOE Comprehensive Health and Physical Education

This unit covers various aspects of health, including physical, mental, emotional, and social well-being. Students will learn how to make responsible decisions, set personal goals, and understand the changes that occur during adolescence and puberty. The unit focuses on the key developmental tasks faced during this stage of life and how to navigate them in a healthy way.

Disciplinary Concepts for CHPE

2.1 Personal and Mental Health

Personal Growth and Development- Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Emotional Health-Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others.

Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

Social and Sexual Health- Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

New Jersey Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41) The Department of Education shall review the New Jersey Student Learning Standards for Comprehensive Health and Physical Education to ensure that information on the provisions of the "New Jersey Safe Haven Infant Protection Act," P.L.2000, c.58 (C.30:4C-15.5 et seq.) shall be included therein to public school students in grades 9 through 12. New Jersey Department of Education June 2020 20

Stress Abstinence (N.J.S.A. 18A:35-4.19-20) Also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of "sex education," "family life education," "family health education," "health education," "family living," "health,"

“self-esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

Consent (N.J.S.A. 18A:35) Requires age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student’s college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

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

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

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

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Practices for Comprehensive Health and Physical Education

Relationship

Self -Awareness

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<ul style="list-style-type: none"> ➤ Acting as responsible and contributing member of society ➤ Building and maintaining healthy relationships ➤ Communicating clearly and effectively (verbal and nonverbal) ➤ Resolving conflict 	<ul style="list-style-type: none"> ➤ Attending to personal health, emotional, social and physical well-being ➤ Engaging in an active lifestyle ➤ Making decisions ➤ Managing-self ➤ Setting goals ➤ Using technology tools responsibly
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Unit 1 Focus Standards CHPE

Disciplinary Concepts

Core Ideas	Performance Expectations
<p>The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.</p>	<p>2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</p> <p>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.</p>
<p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p>	<p>2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p>2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</p>
<p>Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</p>	<p>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).</p> <p>2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g.,</p>

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	dimensions of health).
<p>How individuals feel about themselves, their identity, can be positively or negatively impacted by a wide variety of factors.</p>	<p>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.</p> <p>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.</p> <p>2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</p>
<p>Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.</p>	<p>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).</p> <p>2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.</p> <p>2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.</p> <p>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.</p>
<p>There are many factors that influence how we feel about ourselves and the decisions that we make.</p>	<p>2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.</p> <p>2.1.12.SSH.9: Analyze the personal and</p>

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	societal factors that could keep someone from leaving an unhealthy relationship.
Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.	<p>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.</p> <p>2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.</p> <p>2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.</p>
Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.	2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter

Unit 1 Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSL for Mathematics, Language Arts Literacy, Science

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

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

RI.AA.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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

effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Unit 1 Computer Science and Design Thinking Standards

Disciplinary Concepts

8.2 Engineering Design Interactions of Technology and Humans Effects of Technology on the Natural World

Core Ideas	Performance Expectations
Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
Technology has changed the way people live and work.	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.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Local, state, and global advocacy	2.1.12.CHSS.8: Investigate how local, state and

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organizations provide accurate and reliable resources and strategies designed to address common health and social issues.	global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
Unit 1 NJSLC-CTE 9.3	
Anchor Standards Core Ideas	Performance Expectations
Education and Training Career Cluster Teaching and Training	<p>9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.</p> <p>9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners.</p> <p>9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments.</p> <p>9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED-TT.5: Establish a positive climate to promote learning</p> <p>9.3.12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.</p> <p>9.3.12.ED-TT.8: Demonstrate flexibility and adaptability in instructional planning.</p>
Unit 1 Career Readiness, Life Literacies, and Key Skills	
Disciplinary Concepts	

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<p>Career Awareness and Planning 9.2 Technology Literacy 9.4 Creativity and Innovation 9.4 Critical Thinking and Problem Solving 9.4 Digital Citizenship 9.4 Information and Media Literacy 9.4</p>	
Core Ideas	Performance Expectations
There are strategies to improve one’s professional value and marketability.	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p>
Unit 1 Evidence of Student Learning	
<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ➤ Google (Apps) ➤ YouTube ➤ Ed Puzzle ➤ Chromebooks/Cell Phones ➤ FlipGrid/Video Technology 	<p style="text-align: center;">Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> ➤ Observation ➤ Homework ➤ Class Participation ➤ Whiteboards/communicators

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<ul style="list-style-type: none"> ➤ Kami ➤ JamBoard 	<ul style="list-style-type: none"> ➤ Think-Pair-Share ➤ Do-Now ➤ Notebook Checks ➤ Writing Prompts ➤ Exit Tickets ➤ Classroom Games ➤ Self-assessment <p>Summative:</p> <ul style="list-style-type: none"> ➤ Chapter/Unit Test ➤ Quizzes ➤ Presentations ➤ Unit Projects <p>Benchmark:</p> <ul style="list-style-type: none"> ➤ Baseline SGO ➤ Mid-year SGO ➤ End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> ➤ Portfolio Project ➤ Modified assignments
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Unit 1 Knowledge and Skills

Unit Essential Questions	Unit Learning Targets (Objectives)
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<p>Students will understand that...</p> <ul style="list-style-type: none"> ➤ Engaging in regular physical activity is essential for maintaining good physical health. ➤ Positive mental health is closely linked to having a strong and healthy self-concept. ➤ There are specific steps involved in effective goal setting. ➤ Adolescents go through key developmental tasks during their teenage years and into early adulthood. ➤ A significant aspect of social development during adolescence is the increasing ability to empathize and 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ➤ Describe a personal situation in which setting a goal would be beneficial. ➤ Recognize the physical, mental/emotional, and social changes that take place during adolescence. ➤ Identify decision-making skills that support the health and well-being of individuals, families, and communities. ➤ Demonstrate effective communication strategies for expressing needs, wants, and emotions in a responsible manner. ➤ Analyze how the changes experienced during adolescence contribute to personal growth and development.
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<p>consider others' needs.</p> <ul style="list-style-type: none"> ➤ The endocrine system is composed of ductless glands that release hormones, which regulate various body functions. ➤ Hormones, released by the pituitary gland, are responsible for many physical and emotional changes during puberty. 	<ul style="list-style-type: none"> ➤ Show a greater capacity for understanding and empathizing with others. ➤ Describe the function of hormones and how they influence physical and emotional changes during puberty.
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Unit 1 Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> ➤ Motivational Mondays ➤ https://www.youtube.com/watch?v=R7iN71uJcG0 ➤ https://www.youtube.com/watch?v=4gi9y3sTrXE ➤ https://www.youtube.com/watch?v=TC-X4eidrOo ➤ https://www.youtube.com/watch?v=-uPaSOD7Dvk&t=51s ➤ My Own Journey ➤ Antonio's Story ➤ The Graduate ➤ Teenage Brain Explained 	<ul style="list-style-type: none"> ➤ youtube ➤ Google Classroom ➤ Glencoe Health ➤ Edpuzzle ➤ Kahoot ➤ Human Kinetics- Lesson Planning for Skills-Based Health Education

Differentiation & Inclusive Support Strategies:

<p>Multilingual Learners:</p> <ul style="list-style-type: none"> - Provide guided reading and writing in small groups - Use visuals, labeled classroom materials, and cognates - Pre-teach academic vocabulary using sentence and speaking frames - Integrate WIDA Can Do Descriptors into lesson scaffolding - Use screen readers, audio tools, and visual glossaries - Offer extended time and oral/dictated responses - Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

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Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Unit 1 Core Instructional and Supplemental Materials

- Chromebooks
- Worksheets
- Projector
- Glencoe Health Text

Teacher Notes: Online textbook is now available. Utilize Google Classroom.

**Ocean Academy Charter High School
 Unit 2 Overview**

Content Area: Family Life

Unit 2 Title: Relationships

Duration: 4 Days

Target Course/Grade Level: H/PE Grade 9

Unit 2 Focus

NJDOE Comprehensive Health and Physical Education

In this unit, students will develop skills to improve their interpersonal relationships and learn effective communication strategies. The unit will cover important topics related to making informed decisions about sexual relationships and understanding the potential consequences of sexual intimacy. Additionally, students will explore refusal skills to help them make responsible choices regarding sexual behavior.

Disciplinary Concepts for CHPE

2.1 Personal and Mental Health

Personal Growth and Development- Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Pregnancy and Parenting-Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

Emotional Health-Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

Social and Sexual Health- Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

Community Health Services and Support Community- Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person's home, other residential settings, or a community health care facility.

2.3 Safety

Health Conditions, Diseases and Medicines-Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of

diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

Sexting (N.J.S.A. 18A:35-4.33) A Board of education shall include instruction on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means once during middle school in an appropriate place in the curriculum as part as of the school district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education shall provide school districts with age-appropriate sample learning activities and resources designed to implement this requirement.

Consent (N.J.S.A. 18A:35) Requires age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no.

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

New Jersey Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41) The Department of Education shall review the New Jersey Student Learning Standards for Comprehensive Health and Physical Education to ensure that information on the provisions of the "New Jersey Safe Haven Infant Protection Act," P.L.2000, c.58 (C.30:4C-15.5 et seq.) shall be included therein to public school students in grades 9 through 12. New Jersey Department of Education June 2020 20

Stress Abstinence (N.J.S.A. 18A:35-4.19-20) Also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self-esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

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

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

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

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Unit 2 Focus Standards CHPE

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Disciplinary Concepts	
Core Ideas	Performance Expectations
<p>The decisions one makes can influence an individual's growth and development in all dimensions of wellness.</p>	<p>2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</p> <p>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.</p>
<p>There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.</p>	<p>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).</p> <p>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.</p> <p>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.</p>
<p>There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.</p>	<p>2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.</p> <p>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).</p> <p>2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.</p>

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	<p>2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</p> <p>2.1.12.PP.8: Assess the skills needed to be an effective parent.</p> <p>2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.</p>
<p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p>	<p>2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p>2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</p>
<p>Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</p>	<p>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).</p> <p>2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</p>
<p>How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.</p>	<p>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.</p> <p>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.</p> <p>2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture,</p>

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	<p>ethnicity, disability status and make recommendations to address those issues.</p>
<p>Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.</p>	<p>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).</p> <p>2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.</p> <p>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.</p>
<p>There are many factors that influence how we feel about ourselves and the decisions that we make.</p>	<p>2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.</p> <p>2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.</p>
<p>There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.</p>	<p>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.</p>
<p>Healthy individuals demonstrate the ability to identify who, when where and/or how to seek help for oneself or others.</p>	<p>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.</p> <p>2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.</p> <p>2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in</p>

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	<p>your community.</p> <p>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).</p>
<p>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.</p>	<p>2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</p> <p>2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</p>
<p>Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.</p>	<p>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).</p> <p>2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</p> <p>2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).</p> <p>2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.</p>

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<p>Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.</p>	<p>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).</p> <p>2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.</p> <p>2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</p>
<p>Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.</p>	<p>2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).</p>

Unit 2 Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science

- RI.CR.9-10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.AA.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

Unit 2 Computer Science and Design Thinking Standards

Disciplinary Concepts

8.2 Engineering Design Interactions of Technology and Humans Effects of Technology on the

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Natural World	
Core Ideas	Performance Expectations
Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
	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.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.	2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
Unit 2 NJSLs-CTE 9.3	
Anchor Standards Core Ideas	Performance Expectations
Education and Training Career Cluster Teaching and Training	<p>9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.</p> <p>9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners.</p> <p>9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments.</p>

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	<p>9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED-TT.5: Establish a positive climate to promote learning</p> <p>9.3. 12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.</p> <p>9.3.12.ED-TT.8: Demonstrate flexibility and adaptability in instructional planning.</p>
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Unit 2 Career Readiness, Life Literacies, and Key Skills

Disciplinary Concepts
 Career Awareness and Planning 9.2
 Technology Literacy 9.4
 Creativity and Innovation 9.4
 Critical Thinking and Problem Solving 9.4
 Digital Citizenship 9.4
 Information and Media Literacy 9.4

Core Ideas	Performance Expectations
There are strategies to improve one’s professional value and marketability.	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
With a growth mindset, failure is an	9.4.12.CI.1: Demonstrate the ability to

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important part of success.	reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p>

Unit 2 Evidence of Student Learning

Performance Tasks/Use of Technology:	Other Assessments
<ul style="list-style-type: none"> ➤ Google (Apps) ➤ YouTube ➤ Ed Puzzle ➤ Chromebooks/Cell Phones ➤ FlipGrid/Video Technology ➤ Kami ➤ JamBoard ➤ Hapara 	<p>Formative:</p> <ul style="list-style-type: none"> ➤ Observation ➤ Homework ➤ Class Participation ➤ Whiteboards/communicators ➤ Think-Pair-Share ➤ Do-Now ➤ Notebook Checks ➤ Writing Prompts ➤ Exit Tickets ➤ Classroom Games ➤ Self-assessment <p>Summative:</p> <ul style="list-style-type: none"> ➤ Chapter/Unit Test ➤ Quizzes ➤ Presentations ➤ Unit Projects <p>Benchmark:</p> <ul style="list-style-type: none"> ➤ Baseline SGO ➤ Mid-year SGO ➤ End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> ➤ Portfolio Project ➤ Modified assignments

Unit 2 Knowledge and Skills	
<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What is the basic social unit that shapes and supports the development of your values? 2. Why is using “I” messages effective when expressing opinions or addressing conflicts? 3. What does intimacy mean, and how can a couple build emotional closeness while choosing to remain abstinent? 4. Which parts of a date can be planned ahead of time, and how can that planning help prevent high-risk situations? 	
Unit Enduring Understandings	Unit Learning Targets (Objectives)
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ➤ Communication is the process of sharing thoughts, feelings, and information with others. ➤ Refusal skills are effective communication techniques used to resist pressure to engage in risky, unhealthy, or value-conflicting behaviors. ➤ Values are personal beliefs and standards that guide behavior and decision-making. ➤ “I” messages are a respectful and effective way to express feelings and needs during communication. ➤ Peer pressure is the influence that individuals of the same age group can have on a person’s choices and behavior. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ➤ Identify four effective strategies for practicing active listening. ➤ Explain the factors a teen should consider when deciding whether to remain abstinent. ➤ Analyze the physical, emotional, and social benefits of choosing abstinence. ➤ Apply refusal skills to support and communicate a decision to remain abstinent. ➤ Assess both the positive and negative influences of peer relationships. ➤ Demonstrate effective communication techniques that help establish and maintain healthy relationships. ➤ Apply the TALK strategy to resolve conflicts in a respectful and constructive manner.
Unit 2 Instructional Plan	

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Suggested Activities	Resources
<ul style="list-style-type: none"> ➤ It's Important to Me W.S. ➤ Communicating Effectively ➤ Relationship Scenarios ➤ What's Your Style ➤ Ty Gooch Story ➤ Shane's Big Test ➤ https://www.youtube.com/watch?v=R7iN71uJcG0 ➤ https://www.youtube.com/watch?v=4gi9y3sTrXE ➤ https://www.youtube.com/watch?v=TC-X4eidrOo ➤ https://www.youtube.com/watch?v=-uPaSOD7Dvk&t=51s 	<ul style="list-style-type: none"> ➤ youtube ➤ Google Classroom ➤ Glencoe Health ➤ Edpuzzle ➤ Worksheets
Differentiation & Inclusive Support Strategies:	
<p>Multilingual Learners:</p> <ul style="list-style-type: none"> - Provide guided reading and writing in small groups - Use visuals, labeled classroom materials, and cognates - Pre-teach academic vocabulary using sentence and speaking frames - Integrate WIDA Can Do Descriptors into lesson scaffolding - Use screen readers, audio tools, and visual glossaries - Offer extended time and oral/dictated responses - Integrate culturally relevant texts and technology tools <p>Students with IEPs or 504 Plans:</p> <ul style="list-style-type: none"> - Follow all IEP/504 accommodations and modifications - Use audio books, large print, or Braille/digital formats - Provide peer tutoring, scribes, and augmentative communication tools - Allow oral responses and extended time - Offer modified assignments, assessments, and guided notes 	

- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations

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- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Unit 2 Core Instructional and Supplemental Materials

- Chromebooks
- Worksheets
- Projector
- Health Text

Teacher Notes: Google Classroom is utilized

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Unit 3 Overview

Content Area: Family Life

Unit 3 Title: The Reproductive System

Duration: 3 Days

Target Course/Grade Level: H/PE Grade 9

Unit 3 Focus

NJDOE Comprehensive Health and Physical Education

In this unit, students will explore the male and female reproductive systems, learning about their functions and common disorders. They will also examine how hormones influence various body systems and affect overall health.

Disciplinary Concepts for CHPE

2.1 Personal and Mental Health

Personal Growth and Development- Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Pregnancy and Parenting-Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new

skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

Emotional Health-Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

Social and Sexual Health- Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

Community Health Services and Support Community- Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person's home, other residential settings, or a community health care facility.

2.3 Safety

Health Conditions, Diseases and Medicines-Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

Sexting (N.J.S.A. 18A:35-4.33) A Board of education shall include instruction on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means once during middle school in an appropriate place in the curriculum as part as

of the school district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education shall provide school districts with age-appropriate sample learning activities and resources designed to implement this requirement.

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Stress Abstinence (N.J.S.A. 18A:35-4.19-20) Also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of "sex education," "family life education," "family health education," "health education," "family living," "health," "self-esteem," or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school

property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

Breast Self-Examination (N.J.S.A. 18A:35-5.4) Requires instruction on breast self-examination. Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

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

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

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

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

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

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Unit 3 Focus Standards CHPE

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Disciplinary Concepts	
Core Ideas	Performance Expectations
<p>The decisions one makes can influence an individual's growth and development in all dimensions of wellness.</p>	<p>2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</p> <p>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.</p>
<p>There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.</p>	<p>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).</p> <p>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.</p> <p>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.</p>
<p>There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.</p>	<p>2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.</p> <p>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).</p> <p>2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.</p>

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	<p>2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</p> <p>2.1.12.PP.8: Assess the skills needed to be an effective parent.</p> <p>2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.</p>
<p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p>	<p>2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p>2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</p>
<p>How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.</p>	<p>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.</p> <p>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.</p> <p>2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</p>
<p>There are many factors that influence how we feel about ourselves and the decisions that we make.</p>	<p>2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.</p> <p>2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.</p>
<p>There are state and federal laws which provide access to sexual</p>	<p>2.1.12.SSH.10: Analyze the state and federal laws related to minors’ ability to</p>

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<p>health care services for minors and to protect minors from unhealthy sexual situations.</p>	<p>give and receive sexual consent and their association with sexually explicit media.</p>
<p>Healthy individuals demonstrate the ability to identify who, when where and/or how to seek help for oneself or others.</p>	<p>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.</p> <p>2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.</p> <p>2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.</p> <p>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).</p>
<p>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.</p>	<p>2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</p> <p>2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</p>
<p>Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.</p>	<p>2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).</p>

Unit 3 Primary Interdisciplinary Connections: Infused within the unit are connections to the NJLS for Mathematics, Language Arts Literacy, Science

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

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

RI.AA.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

Unit 3 [Computer Science and Design Thinking Standards](#)

Disciplinary Concepts

8.2 Engineering Design Interactions of Technology and Humans Effects of Technology on the Natural World

Core Ideas	Performance Expectations
Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
	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.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Local, state, and global advocacy organizations provide accurate and reliable	2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues

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resources and strategies designed to address common health and social issues.	caused by climate change and share this information in an appropriate setting.
Unit 3 <u>NJSLS-CTE 9.3</u>	
Anchor Standards Core Ideas	Performance Expectations
<p>Education and Training Career Cluster Teaching and Training</p>	<p>9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.</p> <p>9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners.</p> <p>9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments.</p> <p>9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED-TT.5: Establish a positive climate to promote learning</p> <p>9.3. 12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.</p> <p>9.3.12.ED-TT.8: Demonstrate flexibility and adaptability in instructional planning.</p>
<u>Unit 3 Career Readiness, Life Literacies, and Key Skills</u>	
<p>Disciplinary Concepts Career Awareness and Planning 9.2 Technology Literacy 9.4</p>	

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Creativity and Innovation 9.4 Critical Thinking and Problem Solving 9.4 Digital Citizenship 9.4 Information and Media Literacy 9.4	
Core Ideas	Performance Expectations
There are strategies to improve one’s professional value and marketability.	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Unit 3 Evidence of Student Learning	
Performance Tasks/Use of Technology: <ul style="list-style-type: none"> ➤ Google (Apps) ➤ YouTube ➤ Ed Puzzle ➤ Chromebooks/Cell Phones ➤ FlipGrid/Video Technology ➤ Kami 	Other Assessments Formative: <ul style="list-style-type: none"> ➤ Observation ➤ Homework ➤ Class Participation ➤ Whiteboards/communicators ➤ Think-Pair-Share

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<ul style="list-style-type: none"> ➤ JamBoard ➤ Hapara 	<ul style="list-style-type: none"> ➤ Do-Now ➤ Notebook Checks ➤ Writing Prompts ➤ Exit Tickets ➤ Classroom Games ➤ Self-assessment <p>Summative:</p> <ul style="list-style-type: none"> ➤ Chapter/Unit Test ➤ Quizzes ➤ Presentations ➤ Unit Projects <p>Benchmark:</p> <ul style="list-style-type: none"> ➤ Baseline SGO ➤ Mid-year SGO ➤ End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> ➤ Portfolio Project ➤ Modified assignments
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Unit 3 Knowledge and Skills

Essential Questions

- What is the duct that travels through the penis?
- What type of movement can cause an inguinal hernia?
- What are the fallopian tubes, and what role do they play in the female reproductive system?
- Name 3 causes of sterility in males? Name three causes of sterility in females?
- What are three symptoms of breast cancer?

Unit Enduring Understandings	Unit Learning Targets (Objectives)
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ➤ What causes the body’s response to sexual stimulation. ➤ Why it is important for a teen to establish predetermined limits on sexual behavior. ➤ The male and female reproductive terms and functions. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ➤ Describe the structure and function of the epididymis. ➤ Examine the effect of hormones on body systems. ➤ Demonstrate healthful decision-making skills that show responsible behaviors for your health and the health of others.
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<ul style="list-style-type: none"> ➤ How to perform a breast self exam. ➤ How to perform a testicular self exam. 	<ul style="list-style-type: none"> ➤ Explain why it is important to look for warning signs and seek early detection to prevent cancer. ➤ Analyze the importance of good hygiene for disease prevention.
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Unit 3 Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> ➤ Male and Female Reproductive System Worksheet and Diagrams. ➤ Reproductive System Videos ➤ 101 Ways to Show love w/out Sex Pamphlet ➤ Recognize Affection ➤ Motivational Mondays ➤ https://www.youtube.com/watch?v=R7iN71uJcG0 ➤ https://www.youtube.com/watch?v=4gi9y3sTrXE ➤ https://www.youtube.com/watch?v=TC-X4eidrOo ➤ https://www.youtube.com/watch?v=-uPaSOD7Dvk&t=51s 	<ul style="list-style-type: none"> ➤ youtube ➤ Google Classroom ➤ Glencoe Health ➤ Edpuzzle ➤ Worksheets ➤ Human Kinetics- Lesson Planning for Skills-Based Health Education

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications

- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts

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- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Unit 3 Core Instructional and Supplemental Materials

- Chromebooks
- Worksheets
- Projector
- Health Text

Teacher Notes: Google Classroom is utilized

Ocean Academy Charter High School
 Unit 4 Overview

Content Area: Family Life

Unit 4 Title: Marriage and Parenthood

Duration: 3 Days

Target Course/Grade Level: H/PE Grade 9

Unit 4 Focus

NJDOE Comprehensive Health and Physical Education

In this unit, students will explore the factors that contribute to a successful marriage, including the reasons people choose to marry and the essential ingredients for a strong relationship. They will also discuss the challenges teenagers may face when considering early marriage and the responsibilities that come with parenthood. To provide a hands-on learning experience, students will participate in the BTIO infant simulator and parenting program, giving them a realistic understanding of the challenges of teen parenting. The unit concludes with a focus on the responsibilities of being a parent.

Disciplinary Concepts for CHPE

2.1 Personal and Mental Health

Personal Growth and Development- Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Pregnancy and Parenting- Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

Emotional Health- Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

Social and Sexual Health- Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

Community Health Services and Support Community- Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person's home, other residential settings, or a community health care facility.

2.3 Safety

Health Conditions, Diseases and Medicines- Health conditions are acute or chronic illnesses and

diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

Sexting (N.J.S.A. 18A:35-4.33) A Board of education shall include instruction on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means once during middle school in an appropriate place in the curriculum as part as of the school district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education shall provide school districts with age-appropriate sample learning activities and resources designed to implement this requirement.

Consent (N.J.S.A. 18A:35) Requires age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no.

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Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Unit 4 Focus Standards CHPE

Disciplinary Concepts	
Core Ideas	Performance Expectations
<p>The decisions one makes can influence an individual's growth and development in all dimensions of wellness.</p>	<p>2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</p> <p>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.</p>
<p>There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.</p>	<p>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).</p> <p>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.</p> <p>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.</p>
<p>There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.</p>	<p>2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.</p> <p>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).</p> <p>2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven,</p>

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	<p>and adoption.</p> <p>2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</p> <p>2.1.12.PP.8: Assess the skills needed to be an effective parent.</p> <p>2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.</p>
<p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p>	<p>2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p>2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</p>
<p>How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.</p>	<p>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.</p> <p>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.</p> <p>2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</p>
<p>There are many factors that influence how we feel about ourselves and the decisions that we make.</p>	<p>2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.</p> <p>2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.</p>

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<p>There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.</p>	<p>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.</p>
<p>Healthy individuals demonstrate the ability to identify who, when where and/or how to seek help for oneself or others.</p>	<p>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.</p> <p>2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.</p> <p>2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.</p> <p>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).</p>
<p>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.</p>	<p>2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</p> <p>2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</p>
<p>Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.</p>	<p>2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).</p>

Unit 4 Primary Interdisciplinary Connections: Infused within the unit are connections to the NJLS for Mathematics, Language Arts Literacy, Science

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

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

RI.AA.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

Unit 4 Computer Science and Design Thinking Standards

Disciplinary Concepts

8.2 Engineering Design Interactions of Technology and Humans Effects of Technology on the Natural World

Core Ideas	Performance Expectations
Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
	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.

New Jersey Student Learning Standards: Climate Change Mandate

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)

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Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.	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.
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Unit 4 [NJSLS-CTE 9.3](#)

Anchor Standards Core Ideas	Performance Expectations
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<p>Education and Training Career Cluster Teaching and Training</p>	<p>9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.</p> <p>9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners.</p> <p>9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments.</p> <p>9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED-TT.5: Establish a positive climate to promote learning</p> <p>9.3. 12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.</p> <p>9.3.12.ED-TT.8: Demonstrate flexibility and adaptability in instructional planning.</p>
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[Unit 4 Career Readiness, Life Literacies, and Key Skills](#)

<p>Disciplinary Concepts Career Awareness and Planning 9.2</p>	
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Technology Literacy 9.4 Creativity and Innovation 9.4 Critical Thinking and Problem Solving 9.4 Digital Citizenship 9.4 Information and Media Literacy 9.4	
Core Ideas	Performance Expectations
There are strategies to improve one's professional value and marketability.	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p>
Unit 4 Evidence of Student Learning	
Performance Tasks/Use of Technology: <ul style="list-style-type: none"> ➤ Google (Apps) ➤ YouTube ➤ Ed Puzzle ➤ Chromebooks/Cell Phones ➤ FlipGrid/Video Technology ➤ Kami ➤ JamBoard 	Other Assessments Formative: <ul style="list-style-type: none"> ➤ Observation ➤ Homework ➤ Class Participation ➤ Whiteboards/communicators ➤ Think-Pair-Share ➤ Do-Now

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<ul style="list-style-type: none"> ➤ Hapara 	<ul style="list-style-type: none"> ➤ Notebook Checks ➤ Writing Prompts ➤ Exit Tickets ➤ Classroom Games ➤ Self-assessment <p>Summative:</p> <ul style="list-style-type: none"> ➤ Chapter/Unit Test ➤ Quizzes ➤ Presentations ➤ Unit Projects <p>Benchmark:</p> <ul style="list-style-type: none"> ➤ Baseline SGO ➤ Mid-year SGO ➤ End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> ➤ Portfolio Project ➤ Modified assignments
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Unit 4 Knowledge and Skills

Essential Questions

- What are the reasons people get married?
- What are the difficulties and responsibilities teen parents face?
- How can a female teens' physical health be affected by pregnancy?
- What is the only sure way to prevent pregnancy until a person is ready to become a parent?

Unit Enduring Understandings

Unit Learning Targets (Objectives)

Students will know...

- The effects of parenting and family relationships on physical, mental/emotional, and social health.
- Teens do not have the financial resources, have not met their educational goals and do not know the developmental needs of a growing child.
- The term commitment.
- What is a blended family,
- How making the decision to delay marriage until they are mature helps

Students will be able to...

- Describe people who have emotional and social maturity.
- Explain how a mature couple handles conflict.
- Identify four factors that can affect marital success.
- Describe the most basic needs a parent provides for a child.the roles and responsibilities of parents.
- Name two adjustments a teen male may have to make if he becomes a parent.
- Analyze the importance and benefits of

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teens to promote individual and family health.	abstinence.
Unit 4 Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> ➤ BTIO Project -Teen Pregnancy ➤ Parenting Journal ➤ https://www.youtube.com/watch?v=Osg5RgWXI44 ➤ Activity 3A/3B ➤ Video Avoiding the Teenage Pregnancy Trap ➤ Activity-Where Do Babies Fit In ➤ Calculate the Cost of Feeding ➤ Baby Budget-Cost Calculator ➤ Motivational Mondays ➤ https://www.youtube.com/watch?v=R7iN71uJcG0 ➤ https://www.youtube.com/watch?v=4gi9y3sTrXE ➤ https://www.youtube.com/watch?v=TC-X4eidrOo ➤ https://www.youtube.com/watch?v=-uPaSOD7Dvk&t=51s 	<ul style="list-style-type: none"> ➤ youtube ➤ Google Classroom ➤ Glencoe Health ➤ Edpuzzle ➤ Worksheets ➤ Hands on Health Activities ➤ Aspire Program ➤ Reality Works BTIO Program ➤ Human Kinetics- Lesson Planning for Skills-Based Health Education
Differentiation & Inclusive Support Strategies:	
<p>Multilingual Learners:</p> <ul style="list-style-type: none"> - Provide guided reading and writing in small groups - Use visuals, labeled classroom materials, and cognates - Pre-teach academic vocabulary using sentence and speaking frames - Integrate WIDA Can Do Descriptors into lesson scaffolding - Use screen readers, audio tools, and visual glossaries - Offer extended time and oral/dictated responses - Integrate culturally relevant texts and technology tools <p>Students with IEPs or 504 Plans:</p>	

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

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- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Unit 4 Core Instructional and Supplemental Materials

- Chromebooks
- Worksheets
- Projector
- Health Text

Teacher Notes: Google Classroom is utilized

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 Unit 5 Overview

Content Area: Family Life

Unit 5 Title: Pregnancy and Childbirth

Duration: 3 Days

Target Course/Grade Level: H/PE Grade 9

Unit 5 Focus

NJDOE Comprehensive Health and Physical Education

In this unit, students will study the stages of prenatal development, from embryonic to fetal stages, and explore the impact of prenatal care on a newborn's health. They will examine how a mother's health and behaviors, including the use of alcohol, can affect the development of the fetus. The unit will also cover the physical and emotional changes that occur in the mother during pregnancy, as well as the potential medical complications and risks to both the mother and fetus. Additionally, students will learn about the components of prenatal care and the stages of labor. To help visualize the process, they will watch animations of both vaginal and cesarean

deliveries and explore the role of medication during labor.

Disciplinary Concepts for CHPE

2.1 Personal and Mental Health

Personal Growth and Development- Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Pregnancy and Parenting-Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

Emotional Health-Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

Social and Sexual Health- Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

Community Health Services and Support Community- Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular

wellness screenings in the person's home, other residential settings, or a community health care facility.

2.3 Safety Health Conditions, Diseases and Medicines-Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

Alcohol, Tobacco and other Drugs

Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

Sexting (N.J.S.A. 18A:35-4.33) A Board of education shall include instruction on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means once during middle school in an appropriate place in the curriculum as part as of the school district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education shall provide school districts with age-appropriate sample learning activities and resources designed to implement this requirement.

Consent (N.J.S.A. 18A:35) Requires age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no.

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the

implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

New Jersey Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41) The Department of Education shall review the New Jersey Student Learning Standards for Comprehensive Health and Physical Education to ensure that information on the provisions of the "New Jersey Safe Haven Infant Protection Act," P.L.2000, c.58 (C.30:4C-15.5 et seq.) shall be included therein to public school students in grades 9 through 12. New Jersey Department of Education June 2020 20

Stress Abstinence (N.J.S.A. 18A:35-4.19-20) Also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of "sex education," "family life education," "family health education," "health education," "family living," "health," "self-esteem," or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) Requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an

integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

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

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

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Unit 5 Focus Standards CHPE

Disciplinary Concepts

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<p>There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted</p>	<p>2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention</p>

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<p>infections.</p>	<p>methods (e.g., abstinence, condoms, emergency contraception, dental dams).</p> <p>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.</p> <p>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.</p>
<p>There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.</p>	<p>2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.</p> <p>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).</p> <p>2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.</p> <p>2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</p> <p>2.1.12.PP.8: Assess the skills needed to be an effective parent.</p> <p>2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.</p>
<p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p>	<p>2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p>

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	<p>2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</p>
<p>How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.</p>	<p>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.</p> <p>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.</p> <p>2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</p>
<p>There are many factors that influence how we feel about ourselves and the decisions that we make.</p>	<p>2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.</p> <p>2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.</p>
<p>There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.</p>	<p>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.</p>
<p>Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.</p>	<p>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.</p> <p>2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.</p> <p>2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.</p>

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	<p>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).</p>
<p>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.</p>	<p>2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</p> <p>2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</p>
<p>Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.</p>	<p>2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).</p>
<p>Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.</p>	<p>2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.</p> <p>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).</p> <p>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.</p>

Unit 5 Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science

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

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

RI.AA.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

Unit 5 Computer Science and Design Thinking Standards

Disciplinary Concepts

8.2 Engineering Design Interactions of Technology and Humans Effects of Technology on the Natural World

Core Ideas	Performance Expectations
Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
	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.

New Jersey Student Learning Standards: Climate Change Mandate

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)

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Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.	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.
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Unit 5 NJSLS-CTE 9.3

Anchor Standards Core Ideas	Performance Expectations
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<p>Education and Training Career Cluster Teaching and Training</p>	<p>9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.</p> <p>9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners.</p> <p>9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments.</p> <p>9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED-TT.5: Establish a positive climate to promote learning</p> <p>9.3. 12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.</p> <p>9.3.12.ED-TT.8: Demonstrate flexibility and adaptability in instructional planning.</p>
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Unit 5 Career Readiness, Life Literacies, and Key Skills

<p>Disciplinary Concepts Career Awareness and Planning 9.2</p>	
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Technology Literacy 9.4 Creativity and Innovation 9.4 Critical Thinking and Problem Solving 9.4 Digital Citizenship 9.4 Information and Media Literacy 9.4	
Core Ideas	Performance Expectations
There are strategies to improve one's professional value and marketability.	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p>
Unit 5 Evidence of Student Learning	
Performance Tasks/Use of Technology: <ul style="list-style-type: none"> ➤ Google (Apps) ➤ YouTube ➤ Ed Puzzle ➤ Chromebooks/Cell Phones ➤ FlipGrid/Video Technology ➤ Kami 	Other Assessments Formative: <ul style="list-style-type: none"> ➤ Observation ➤ Homework ➤ Class Participation ➤ Whiteboards/communicators ➤ Think-Pair-Share

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<ul style="list-style-type: none"> ➤ JamBoard ➤ Hapara 	<ul style="list-style-type: none"> ➤ Do-Now ➤ Notebook Checks ➤ Writing Prompts ➤ Exit Tickets ➤ Classroom Games ➤ Self-assessment <p>Summative:</p> <ul style="list-style-type: none"> ➤ Chapter/Unit Test ➤ Quizzes ➤ Presentations ➤ Unit Projects <p>Benchmark:</p> <ul style="list-style-type: none"> ➤ Baseline SGO ➤ Mid-year SGO ➤ End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> ➤ Portfolio Project ➤ Modified assignments
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Unit 5 Knowledge and Skills

Essential Questions

- What is fertilization? How is it related to pregnancy?
- When is the developing fetus’s heartbeat detectable?
- What happens during genetic counseling?
- How can tobacco use affect a developing baby?
- Why would a pregnant female have an ultrasound?
- How many known birth defects are there? What can cause them?
- Does the father’s sperm or mother’s ovum determine a child’s gender? How?
- What are genes? List some characteristics that are inherited.

Unit Enduring Understandings

Students will know...

- What is taught in childbirth preparation classes?
- The difference between a cesarean birth and a vaginal

Unit Learning Targets (Objectives)

Students will be able to...

- Describe the physical and mental/emotional changes a female may experience during pregnancy.
- Describe what occurs during each of the

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<p>birth.</p> <ul style="list-style-type: none"> ➤ The importance of prenatal care and proper nutrition for the baby and mother. ➤ The major steps of fetal development from conception to birth. ➤ What is FAS. 	<p>three stages of labor.</p> <ul style="list-style-type: none"> ➤ Explain how technology has impacted families by aiding in prenatal diagnosis of certain conditions. ➤ Describe the function of the amniotic sac.
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Unit 5 Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> ➤ Signs of Pregnancy ➤ Fetal Development ➤ Video- 9 months in the womb ✓ 9 Months in the Womb: Real Footage of Developing Baby ➤ Labor and Delivery Youtube video ➤ Cesarean https://www.youtube.com/watch?v=xyN48VnRYUY ➤ Pregnancy and Childbirth W.S. ➤ Motivational Mondays ➤ https://www.youtube.com/watch?v=R7iN71uJcG0 ➤ https://www.youtube.com/watch?v=4gi9y3sTrXE ➤ https://www.youtube.com/watch?v=TC-X4eidrOo ➤ https://www.youtube.com/watch?v=-uPaSOD7Dvk&t=51s 	<ul style="list-style-type: none"> ➤ youtube ➤ Google Classroom ➤ Glencoe Health ➤ Edpuzzle ➤ Worksheets ➤ Hands on Health Activities ➤ Human Kinetics- Lesson Planning for Skills-Based Health Education

Differentiation & Inclusive Support Strategies:

<p>Multilingual Learners:</p> <ul style="list-style-type: none"> - Provide guided reading and writing in small groups - Use visuals, labeled classroom materials, and cognates - Pre-teach academic vocabulary using sentence and speaking frames - Integrate WIDA Can Do Descriptors into lesson scaffolding - Use screen readers, audio tools, and visual glossaries
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- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects

- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Unit 5 Core Instructional and Supplemental Materials

- Chromebooks
- Worksheets
- Projector
- Health Text

Teacher Notes: Google Classroom is utilized

**Ocean Academy Charter High School
 Unit 6 Overview**

Content Area: Family Life

Unit 6 Title: Contraception/Sexual Orientation/Sexual Abuse and Violence

Duration: 3 Days

Target Course/Grade Level: H/PE Grade 9

Unit 6 Focus

[NJDOE Comprehensive Health and Physical Education](#)

This unit provides students with a comprehensive understanding of sexuality, including topics such as abstinence and contraceptive methods. It also explores important issues like sexual

orientation, pregnancy termination, and the impact of sexual abuse and violence. The goal is to equip students with the knowledge they need to make informed decisions about their sexual health and relationships, while promoting awareness of these critical topics.

Disciplinary Concepts for CHPE

2.1 Personal and Mental Health

Personal Growth and Development- Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Pregnancy and Parenting-Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

Emotional Health-Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

Social and Sexual Health- Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

Community Health Services and Support Community- Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular

wellness screenings in the person's home, other residential settings, or a community health care facility.

2.3 Safety

Health Conditions, Diseases and Medicines-Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

Alcohol, Tobacco and other Drugs

Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

Sexting (N.J.S.A. 18A:35-4.33) A Board of education shall include instruction on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means once during middle school in an appropriate place in the curriculum as part as of the school district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education shall provide school districts with age-appropriate sample learning activities and resources designed to implement this requirement.

Consent (N.J.S.A. 18A:35) Requires age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no.

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The

instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

New Jersey Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41) The Department of Education shall review the New Jersey Student Learning Standards for Comprehensive Health and Physical Education to ensure that information on the provisions of the "New Jersey Safe Haven Infant Protection Act," P.L.2000, c.58 (C.30:4C-15.5 et seq.) shall be included therein to public school students in grades 9 through 12. New Jersey Department of Education June 2020 20

Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.) Requires each school district shall incorporate age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education, in consultation with the Department of Children and Families, the New Jersey Coalition Against Sexual Assault, Prevent Child Abuse New Jersey, the New Jersey Children's Alliance, and other entities with relevant expertise, shall provide school districts with age-appropriate sample learning activities and resources.

Stress Abstinence (N.J.S.A. 18A:35-4.19-20) Also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of "sex education," "family life education," "family health education," "health education," "family living," "health," "self-esteem," or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.) Requires each school district shall incorporate age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education, in consultation with the Department of Children and Families, the New Jersey Coalition Against Sexual Assault, Prevent Child Abuse New

Jersey, the New Jersey Children's Alliance, and other entities with relevant expertise, shall provide school districts with age-appropriate sample learning activities and resources.

Bullying Prevention Programs (N.J.S.A. 18A:37- 17) Requires the establishment of bullying prevention programs. Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school

Domestic Violence Education (N.J.S.A. 18A:35-4.23) Allows instruction on problems related to domestic violence and child abuse. A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) Requires the development of a sexual assault prevention education program. The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) Requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

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

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

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

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and

(3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Unit 6 Focus Standards CHPE

Disciplinary Concepts

Core Ideas	Performance Expectations
<p>The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.</p>	<p>2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</p> <p>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.</p>
<p>There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.</p>	<p>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).</p> <p>2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy</p>

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	<p>and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.</p> <p>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.</p>
<p>There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.</p>	<p>2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.</p> <p>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).</p> <p>2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.</p> <p>2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</p> <p>2.1.12.PP.8: Assess the skills needed to be an effective parent.</p> <p>2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.</p>
<p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p>	<p>2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p>2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</p>

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<p>How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.</p>	<p>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.</p> <p>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.</p> <p>2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</p>
<p>There are many factors that influence how we feel about ourselves and the decisions that we make.</p>	<p>2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.</p> <p>2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.</p>
<p>There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.</p>	<p>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.</p>
<p>Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.</p>	<p>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.</p> <p>2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.</p> <p>2.1.12.CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.</p> <p>2.1.12.CHSS.4: Identify medically accurate sources of information and local</p>

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	<p>services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).</p>
<p>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.</p>	<p>2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</p> <p>2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</p>
<p>Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.</p>	<p>2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).</p>
<p>Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.</p>	<p>2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.</p> <p>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).</p> <p>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.</p>

Unit 6 Primary Interdisciplinary Connections: Infused within the unit are connections to the NJLS for Mathematics, Language Arts Literacy, Science

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

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

RI.AA.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

Unit 6 [Computer Science and Design Thinking Standards](#)

Disciplinary Concepts

8.2 Engineering Design Interactions of Technology and Humans Effects of Technology on the Natural World

Core Ideas	Performance Expectations
Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
	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.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address	2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues caused by climate change and share this

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common health and social issues.	information in an appropriate setting.
Unit 6 <u>NJSLS-CTE 9.3</u>	
Anchor Standards Core Ideas	Performance Expectations
<p>Education and Training Career Cluster Teaching and Training</p>	<p>9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.</p> <p>9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners.</p> <p>9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments.</p> <p>9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED-TT.5: Establish a positive climate to promote learning</p> <p>9.3. 12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.</p> <p>9.3.12.ED-TT.8: Demonstrate flexibility and adaptability in instructional planning.</p>
<u>Unit 6 Career Readiness, Life Literacies, and Key Skills</u>	
<p>Disciplinary Concepts Career Awareness and Planning 9.2 Technology Literacy 9.4 Creativity and Innovation 9.4</p>	

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<p>Critical Thinking and Problem Solving 9.4 Digital Citizenship 9.4 Information and Media Literacy 9.4</p>	
Core Ideas	Performance Expectations
<p>There are strategies to improve one’s professional value and marketability.</p>	<p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p>
<p>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p>	<p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p>
<p>With a growth mindset, failure is an important part of success.</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p>
<p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p>	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p>
Unit 6 Evidence of Student Learning	
<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ➤ Google (Apps) ➤ YouTube ➤ Ed Puzzle ➤ Chromebooks/Cell Phones ➤ FlipGrid/Video Technology ➤ Kami ➤ JamBoard 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> ➤ Observation ➤ Homework ➤ Class Participation ➤ Whiteboards/communicators ➤ Think-Pair-Share ➤ Do-Now

<ul style="list-style-type: none"> ➤ Hapara 	<ul style="list-style-type: none"> ➤ Notebook Checks ➤ Writing Prompts ➤ Exit Tickets ➤ Classroom Games ➤ Self-assessment <p>Summative:</p> <ul style="list-style-type: none"> ➤ Chapter/Unit Test ➤ Quizzes ➤ Presentations ➤ Unit Projects <p>Benchmark:</p> <ul style="list-style-type: none"> ➤ Baseline SGO ➤ Mid-year SGO ➤ End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> ➤ Portfolio Project ➤ Modified assignments
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Unit 6 Knowledge and Skills

Essential Questions

- What are some myths about sexual orientation? Explain why they are unfounded.
- What is a stereotype?
- Why might a victim of sexual abuse or incest remain silent about the abuse?
- What is the first and most important step a victim of sexual abuse can take?
- Why shouldn't a victim of rape take a shower or change clothes afterwards?
- What is the term for a pregnancy that ends spontaneously?
- What is rape?

Unit Enduring Understandings

Unit Learning Targets (Objectives)

Students will know...

- The difference between hormonal and barrier methods of contraception.
- Why stereotypes harm people.
- How hormonal methods of birth control work.
- Most contraceptive methods do

Students will be able to...

- Explain the difference between acquaintance rape and rape.
- Name three prescription forms of birth control.
- Name two forms of permanent contraception.
- Define the term sexual abuse.

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<p>not protect against STI's.</p> <ul style="list-style-type: none"> ➤ Abstinence is the only 100 percent effective method in preventing pregnancy and STI's. 	<ul style="list-style-type: none"> ➤ Analyze the importance of healthy strategies that can help prevent physical, sexual and emotional abuse. ➤ Analyze the effectiveness of contraceptive methods.
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Unit 6 Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> ➤ Videos History of ContraceptivesThe History Of Birth Control TIME ➤ A Brief History of Birth Control ➤ Contraceptive Quiz ➤ Contraceptive Research ➤ 10 Signs of Relationship Abuse ➤ Abuse Fact vs Myth ➤ Equality Wheel ➤ What is Sexual Harassment ➤ Motivational Mondays ➤ https://www.youtube.com/watch?v=R7iN71uJcG0 ➤ https://www.youtube.com/watch?v=4gi9y3sTrXE ➤ https://www.youtube.com/watch?v=TC-X4eidrOo ➤ https://www.youtube.com/watch?v=-uPaSOD7Dvk&t=51s 	<ul style="list-style-type: none"> ➤ youtube ➤ Google Classroom ➤ Glencoe Health ➤ Edpuzzle ➤ Worksheets ➤ Hands on Health Activities ➤ Human Kinetics- Lesson Planning for Skills-Based Health Education

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Unit 6 Core Instructional and Supplemental Materials

- Chromebooks
- Worksheets
- Projector
- Health Worksheets
- Test

Teacher Notes: Google Classroom is utilized

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Unit 7 Overview

Content Area: Family Life

Unit 7 Title: Sexually Transmitted Infections

Duration: 2 Days

Target Course/Grade Level: H/PE Grade 9

Unit 7 Focus

NJDOE Comprehensive Health and Physical Education

In this unit, students will learn about various sexually transmitted diseases (STDs), including how they are spread, their symptoms, and the potential consequences of leaving them untreated. Prevention methods, with a particular focus on sexual abstinence, will be emphasized. Students will also gain knowledge about where to seek help if they suspect they have contracted an STD, ensuring they are equipped with the information needed to protect their health and well-being.

Disciplinary Concepts for CHPE

2.1 Personal and Mental Health

Personal Growth and Development- Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Pregnancy and Parenting-Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

Emotional Health-Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

Social and Sexual Health- Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

Community Health Services and Support Community- Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person's home, other residential settings, or a community health care facility.

2.3 Safety Health Conditions, Diseases and Medicines-Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

Sexting (N.J.S.A. 18A:35-4.33) A Board of education shall include instruction on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means once during middle school in an appropriate place in the curriculum as part as of the school district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education shall provide school districts with age-appropriate sample learning activities and resources designed to implement this requirement.

Consent (N.J.S.A. 18A:35) Requires age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no.

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

New Jersey Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41) The Department of Education shall review the New Jersey Student Learning Standards for Comprehensive Health and Physical Education to ensure that information on the provisions of the "New Jersey Safe Haven Infant Protection Act," P.L.2000, c.58 (C.30:4C-15.5 et seq.) shall be

included therein to public school students in grades 9 through 12. New Jersey Department of Education June 2020 20

Stress Abstinence (N.J.S.A. 18A:35-4.19-20) Also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self-esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student’s college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the

information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

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

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

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSL) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

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Unit 7 Focus Standards CHPE	
Core Ideas	Performance Expectations
<p>The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.</p>	<p>2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</p> <p>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.</p>
<p>There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.</p>	<p>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).</p> <p>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.</p> <p>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.</p>
<p>There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.</p>	<p>2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.</p> <p>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).</p> <p>2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options,</p>

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	<p>including parenting, abortion, safe haven, and adoption.</p> <p>2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</p> <p>2.1.12.PP.8: Assess the skills needed to be an effective parent.</p> <p>2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.</p>
<p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p>	<p>2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p>2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</p>
<p>How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.</p>	<p>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.</p> <p>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.</p> <p>2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</p>
<p>There are many factors that influence how we feel about ourselves and the decisions that we make.</p>	<p>2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.</p> <p>2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone</p>

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	from leaving an unhealthy relationship.
There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.	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.
Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.	<p>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.</p> <p>2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.</p> <p>2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.</p> <p>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).</p>
Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.	<p>2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</p> <p>2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</p>
Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.	2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap

	smear, regular STIs testing, HPV vaccine).
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Unit 7 Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science

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

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

RI.AA.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

Unit 7 Computer Science and Design Thinking Standards

Disciplinary Concepts

8.2 Engineering Design Interactions of Technology and Humans Effects of Technology on the Natural World

Core Ideas	Performance Expectations
Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
	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.

New Jersey Student Learning Standards: Climate Change Mandate

Core Ideas	Performance Expectations (Identified with
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	Standard Number and Statement)
Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.	2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
Unit 7 NJSLC-CTE 9.3	
Anchor Standards Core Ideas	Performance Expectations
Education and Training Career Cluster Teaching and Training	<p>9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.</p> <p>9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners.</p> <p>9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments.</p> <p>9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED-TT.5: Establish a positive climate to promote learning</p> <p>9.3. 12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.</p> <p>9.3.12.ED-TT.8: Demonstrate flexibility and adaptability in instructional planning.</p>
Unit 7 Career Readiness, Life Literacies, and Key Skills	
Disciplinary Concepts	

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Career Awareness and Planning 9.2 Technology Literacy 9.4 Creativity and Innovation 9.4 Critical Thinking and Problem Solving 9.4 Digital Citizenship 9.4 Information and Media Literacy 9.4	
Core Ideas	Performance Expectations
There are strategies to improve one’s professional value and marketability.	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Unit 7 Evidence of Student Learning	
Performance Tasks/Use of Technology: <ul style="list-style-type: none"> ➤ Google (Apps) ➤ YouTube ➤ Ed Puzzle ➤ Chromebooks/Cell Phones 	Other Assessments Formative: <ul style="list-style-type: none"> ➤ Observation ➤ Homework ➤ Class Participation

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<ul style="list-style-type: none"> ➤ FlipGrid/Video Technology ➤ Kami ➤ JamBoard ➤ Hapara 	<ul style="list-style-type: none"> ➤ Whiteboards/communicators ➤ Think-Pair-Share ➤ Do-Now ➤ Notebook Checks ➤ Writing Prompts ➤ Exit Tickets ➤ Classroom Games ➤ Self-assessment <p>Summative:</p> <ul style="list-style-type: none"> ➤ Chapter/Unit Test ➤ Quizzes ➤ Presentations ➤ Unit Projects <p>Benchmark:</p> <ul style="list-style-type: none"> ➤ Baseline SGO ➤ Mid-year SGO ➤ End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> ➤ Portfolio Project ➤ Modified assignments
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Unit 7 Knowledge and Skills

Essential Questions

- Define the term Sexually Transmitted Infection?
- What are the long term consequences of having an STD?
- (physical/emotional)
- Why does Chlamydia often go undiagnosed?
- How is HPV diagnosed and treated?
- What is Pelvic Inflammatory Disease? What can result from this STI?
- Why do so many people have HSV-2?
- How would a doctor determine whether a person has syphilis?
- What is hepatitis B and how is it spread?
- What is the main symptom of pubic lice?

Unit Enduring Understandings

Unit Learning Targets (Objectives)

Students will know...

Students will be able to...

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<ul style="list-style-type: none"> ➤ The 4 viral STI's. ➤ The difference between risk reduction and elimination. ➤ What you can do to decrease your chances of getting an STI. ➤ What steps should be taken to treat and prevent the spread of STIs. ➤ The difference between bacterial and viral STIs and what that means for treatment vs cure. 	<ul style="list-style-type: none"> ➤ Describe the secondary stage of syphilis. ➤ Identify, describe and assess community health services available for prevention and treatment of STIs. ➤ Analyze the importance of abstinence in the prevention of STIs. ➤ Name some of the results of untreated gonorrhea.
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Unit 7 Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> ➤ https://www.youtube.com/watch?v=XcPCY83Flvk ➤ STI Chart ➤ STI Research Paper ➤ Sexual Exposure Chart ➤ Sexual Health Contract ➤ Motivational Mondays ➤ https://www.youtube.com/watch?v=R7iN71uJcG0 ➤ https://www.youtube.com/watch?v=4gi9y3sTrXE ➤ https://www.youtube.com/watch?v=TC-X4eidrOo ➤ https://www.youtube.com/watch?v=-uPaSOD7Dvk&t=51s 	<ul style="list-style-type: none"> ➤ youtube ➤ Google Classroom ➤ Glencoe Health ➤ Edpuzzle ➤ Worksheets ➤ Hands on Health Activities ➤ Human Kinetics- Lesson Planning for Skills-Based Health Education

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries

- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects

- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Unit 7 Core Instructional and Supplemental Materials

- Chromebooks
- Worksheets
- Projector
- Health Worksheets
- Test

Teacher Notes: Google Classroom is utilized

**Ocean Academy Charter High School
 Unit 8 Overview**

Content Area: Family Life

Unit 8 Title: HIV and AIDS

Duration: 2 Days

Target Course/Grade Level: H/PE Grade 9

NJDOE Comprehensive Health and Physical Education

This unit focuses on HIV and AIDS, covering the different phases of HIV infection and highlighting the key differences between being HIV positive and developing AIDS. Students will learn how HIV is transmitted and explore ways to protect themselves, with a strong emphasis on sexual abstinence as a preventive measure. The unit also addresses the challenges teenagers face, including risky behaviors and peer pressure, that can increase the likelihood of contracting HIV. In addition, students will examine social issues related to HIV and AIDS, such as the rising incidence of the disease, the importance of anonymous testing, and the discrimination faced by

those who are HIV positive.

Disciplinary Concepts for CHPE

2.1 Personal and Mental Health

Personal Growth and Development- Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Pregnancy and Parenting-Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

Emotional Health-Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

Social and Sexual Health- Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

Community Health Services and Support Community- Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person's home, other residential settings, or a community health care

facility.

Alcohol, Tobacco and other Drugs

Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community

2.3 Safety

Health Conditions, Diseases and Medicines-Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

Sexting (N.J.S.A. 18A:35-4.33) A Board of education shall include instruction on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means once during middle school in an appropriate place in the curriculum as part as of the school district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education shall provide school districts with age-appropriate sample learning activities and resources designed to implement this requirement.

Consent (N.J.S.A. 18A:35) Requires age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no.

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to

the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

New Jersey Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41) The Department of Education shall review the New Jersey Student Learning Standards for Comprehensive Health and Physical Education to ensure that information on the provisions of the "New Jersey Safe Haven Infant Protection Act," P.L.2000, c.58 (C.30:4C-15.5 et seq.) shall be included therein to public school students in grades 9 through 12. New Jersey Department of Education June 2020 20

Stress Abstinence (N.J.S.A. 18A:35-4.19-20) Also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of "sex education," "family life education," "family health education," "health education," "family living," "health," "self-esteem," or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

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

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

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

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSL) for Social Studies in

kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Unit 8 Focus Standards CHPE

Disciplinary Concepts

Core Ideas	Performance Expectations
<p>The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.</p>	<p>2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</p> <p>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.</p>
<p>There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.</p>	<p>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).</p> <p>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.</p> <p>2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care</p>

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	<p>professionals to ask questions and discuss pregnancy and other health topics.</p>
<p>There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.</p>	<p>2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.</p> <p>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).</p> <p>2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.</p> <p>2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</p> <p>2.1.12.PP.8: Assess the skills needed to be an effective parent.</p> <p>2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.</p>
<p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p>	<p>2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p>2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</p>
<p>How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.</p>	<p>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.</p>

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	<p>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.</p> <p>2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</p>
<p>There are many factors that influence how we feel about ourselves and the decisions that we make.</p>	<p>2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.</p> <p>2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.</p>
<p>There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.</p>	<p>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.</p>
<p>Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.</p>	<p>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.</p> <p>2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.</p> <p>2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.</p> <p>2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency</p>

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	contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).
Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.	<p>2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</p> <p>2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</p>
Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.	2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).

Unit 8 Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science

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

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

RI.AA.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

Unit 8 Computer Science and Design Thinking Standards

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Disciplinary Concepts 8.2 Engineering Design Interactions of Technology and Humans Effects of Technology on the Natural World	
Core Ideas	Performance Expectations
Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
	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.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.	2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
Unit 8 NJSL-CTE 9.3	
Anchor Standards Core Ideas	Performance Expectations
Education and Training Career Cluster Teaching and Training	<p>9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.</p> <p>9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners.</p> <p>9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop</p>

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	<p>standards-based goals and assessments.</p> <p>9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED-TT.5: Establish a positive climate to promote learning</p> <p>9.3. 12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.</p> <p>9.3.12.ED-TT.8: Demonstrate flexibility and adaptability in instructional planning.</p>
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Unit 8 Career Readiness, Life Literacies, and Key Skills

Disciplinary Concepts

- Career Awareness and Planning 9.2
- Technology Literacy 9.4
- Creativity and Innovation 9.4
- Critical Thinking and Problem Solving 9.4
- Digital Citizenship 9.4
- Information and Media Literacy 9.4

Core Ideas	Performance Expectations
There are strategies to improve one’s professional value and marketability.	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

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<p>With a growth mindset, failure is an important part of success.</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p>
<p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p>	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p>

Unit 8 Evidence of Student Learning

<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ➤ Google (Apps) ➤ YouTube ➤ Ed Puzzle ➤ Chromebooks/Cell Phones ➤ FlipGrid/Video Technology ➤ Kami ➤ JamBoard ➤ Hapara 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> ➤ Observation ➤ Homework ➤ Class Participation ➤ Whiteboards/communicators ➤ Think-Pair-Share ➤ Do-Now ➤ Notebook Checks ➤ Writing Prompts ➤ Exit Tickets ➤ Classroom Games ➤ Self-assessment <p>Summative:</p> <ul style="list-style-type: none"> ➤ Chapter/Unit Test ➤ Quizzes ➤ Presentations ➤ Unit Projects <p>Benchmark:</p> <ul style="list-style-type: none"> ➤ Baseline SGO ➤ Mid-year SGO ➤ End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> ➤ Portfolio Project ➤ Modified assignments
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Unit 8 Knowledge and Skills

Essential Questions

- What is your opinion on whether or not you would share a room with an HIV infected person? Explain
- What is AIDS and how is it related to HIV?
- Describe the asymptomatic stage of AIDS.
- Are all teens at serious risk for HIV/AIDS?
- What do HIV tests detect?
- Why is a combination of drugs used to treat HIV infection?

Unit Enduring Understandings

Students will know...

- The four body fluids that may contain enough HIV to infect another person?
- The signs and symptoms of HIV
- How and where to get tested for HIV.
- The myths and facts regarding HIV infection.
- How HIV destroys the immune system
- What AIDS opportunistic illnesses are.
- Ways HIV is not transmitted and not transmitted.

Unit Learning Targets (Objectives)

Students will be able to...

- Define HIV and AIDS.
- Describe the medical treatments available for an HIV infected person.
- Construct a Quilt panel expressing their feelings of hope as it pertains to HIV.
- Differentiate between the factors that do put you at risk as opposed to the ones that don't.
- Identify the stages and symptoms of HIV and AIDS.
- Demonstrate an understanding of the impact AIDS has had on society.
- Explain the ways in which HIV is known to be transmitted.
- Identify and describe some of the services provided by community outreach programs for individuals with HIV/AIDS and their families.

Unit 8 Instructional Plan

Suggested Activities

- <https://www.youtube.com/watch?v=izwomieBwG0>
- Barb's Story
- <https://www.youtube.com/watch?v=U52g6ZlR1W0>

Resources

- youtube
- Google Classroom
- Glencoe Health
- Edpuzzle
- Worksheets

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| <ul style="list-style-type: none">➤ Quilt Panel➤ https://www.youtube.com/watch?v=rfrSLD2Q4QU➤ Sexual Exposure Chart➤ Sexual Health Contract➤ Motivational Mondays➤ https://www.youtube.com/watch?v=R7iN71uJcG0➤ https://www.youtube.com/watch?v=4gi9y3sTrXE➤ https://www.youtube.com/watch?v=TC-X4eidrOo➤ https://www.youtube.com/watch?v=-uPaSOD7Dvk&t=51s | <ul style="list-style-type: none">➤ Hands on Health Activities➤ Aspire➤ Human Kinetics- Lesson Planning for Skills-Based Health Education |
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Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials

- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance

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- Use word walls and accessible academic vocabulary tools

Unit 8 Core Instructional and Supplemental Materials

- Chromebooks
- Worksheets
- Projector
- Health Worksheets
- Test

Teacher Notes: Google Classroom is utilized

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Unit 9 Overview

Content Area: Family Life

Unit 9 Title: Intro to Addiction and Opiates

Duration: 2 Days

Target Course/Grade Level: H/PE Grade 9

NJDOE Comprehensive Health and Physical Education

In this unit, students will explore how brain chemistry is affected by drugs of addiction, with a specific focus on the dangers of opiates. The unit will also address the growing epidemic of opiate addiction, discussing its impact on individuals and communities. Through this, students will gain a deeper understanding of how substance abuse can alter brain function and the risks associated with addiction.

Disciplinary Concepts for CHPE

2.1 Personal and Mental Health

Personal Growth and Development- Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Pregnancy and Parenting-Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

Emotional Health-Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

Social and Sexual Health- Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

Community Health Services and Support Community- Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person's home, other residential settings, or a community health care facility.

2.3 Safety

Health Conditions, Diseases and Medicines-Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

Sexting (N.J.S.A. 18A:35-4.33) A Board of education shall include instruction on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means once during middle school in an appropriate place in the curriculum as part as of the school district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education shall provide school districts with age-appropriate sample learning activities and resources designed to implement this requirement.

Consent (N.J.S.A. 18A:35) Requires age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district's implementation of them New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no.

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

New Jersey Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41) The Department of Education shall review the New Jersey Student Learning Standards for Comprehensive Health and Physical Education to ensure that information on the provisions of the "New Jersey Safe Haven Infant Protection Act," P.L.2000, c.58 (C.30:4C-15.5 et seq.) shall be included therein to public school students in grades 9 through 12. New Jersey Department of Education June 2020 20

Stress Abstinence (N.J.S.A. 18A:35-4.19-20) Also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of "sex education," "family life education," "family health education," "health education," "family living," "health," "self-esteem," or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) Requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

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

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and

secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

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

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Unit 9 Focus Standards CHPE

Disciplinary Concepts

Core Ideas

Performance Expectations

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<p>The decisions one makes can influence an individual's growth and development in all dimensions of wellness.</p>	<p>2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</p> <p>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.</p>
<p>There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.</p>	<p>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).</p> <p>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.</p> <p>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.</p>
<p>There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.</p>	<p>2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.</p> <p>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).</p> <p>2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.</p>

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	<p>2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</p> <p>2.1.12.PP.8: Assess the skills needed to be an effective parent.</p> <p>2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.</p>
<p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p>	<p>2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p>2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</p>
<p>How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.</p>	<p>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.</p> <p>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.</p> <p>2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</p>
<p>There are many factors that influence how we feel about ourselves and the decisions that we make.</p>	<p>2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.</p> <p>2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.</p>

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<p>There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.</p>	<p>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.</p>
<p>Healthy individuals demonstrate the ability to identify who, when where and/or how to seek help for oneself or others.</p>	<p>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.</p> <p>2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.</p> <p>2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.</p> <p>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).</p>
<p>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.</p>	<p>2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</p> <p>2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</p>
<p>Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.</p>	<p>2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).</p>

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<p>The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.</p>	<p>2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</p> <p>2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.</p> <p>2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.</p>
<p>Substance abuse is caused by a variety of factors.</p>	<p>2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p>
<p>There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p>	<p>2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</p>

Unit 9 Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science

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

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

RI.AA.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

Unit 9 Computer Science and Design Thinking Standards

Disciplinary Concepts

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8.2 Engineering Design Interactions of Technology and Humans Effects of Technology on the Natural World	
Core Ideas	Performance Expectations
Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
	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.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.	2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
Unit 9 NJSLs-CTE 9.3	
Anchor Standards Core Ideas	Performance Expectations
Education and Training Career Cluster Teaching and Training	<p>9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.</p> <p>9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners.</p> <p>9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments.</p>

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	<p>9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED-TT.5: Establish a positive climate to promote learning</p> <p>9.3. 12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.</p> <p>9.3.12.ED-TT.8: Demonstrate flexibility and adaptability in instructional planning.</p>
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Unit 9 Career Readiness, Life Literacies, and Key Skills

<p>Disciplinary Concepts Career Awareness and Planning 9.2 Technology Literacy 9.4 Creativity and Innovation 9.4 Critical Thinking and Problem Solving 9.4 Digital Citizenship 9.4 Information and Media Literacy 9.4</p>	
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Core Ideas	Performance Expectations
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<p>There are strategies to improve one’s professional value and marketability.</p>	<p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p>
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<p>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p>	<p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p>
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<p>With a growth mindset, failure is an important part of success.</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p>
<p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p>	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p>

Unit 9 Evidence of Student Learning

<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ➤ Google (Apps) ➤ YouTube ➤ Ed Puzzle ➤ Chromebooks/Cell Phones ➤ FlipGrid/Video Technology ➤ Kami ➤ JamBoard ➤ Hapara 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> ➤ Observation ➤ Homework ➤ Class Participation ➤ Whiteboards/communicators ➤ Think-Pair-Share ➤ Do-Now ➤ Notebook Checks ➤ Writing Prompts ➤ Exit Tickets ➤ Classroom Games ➤ Self-assessment <p>Summative:</p> <ul style="list-style-type: none"> ➤ Chapter/Unit Test ➤ Quizzes ➤ Presentations ➤ Unit Projects <p>Benchmark:</p> <ul style="list-style-type: none"> ➤ Baseline SGO ➤ Mid-year SGO ➤ End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> ➤ Portfolio Project ➤ Modified assignments
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Unit 9 Knowledge and Skills	
<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ What would you do if faced with the decision to use prescription drugs? ➤ What are the dangers of taking someone else’s prescription drugs? ➤ What are the dangers of misusing your own prescription drugs? ➤ What are safe ways to react to stressful situations? 	
Unit Enduring Understandings	Unit Learning Targets (Objectives)
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ➤ Dependence and addiction are potential risks when taking prescription opioids ➤ Prescription medications are some of the most commonly misused drugs by teens ➤ How opiates affect the brain 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ➤ Use drug refusal skills ➤ Understand the danger of prescription drug misuse ➤ Understand the impact of drug abuse on teens ➤ Understand the social influences of drug abuse
Unit 9 Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> ➤ Choose Your Path Interactive Videos, NIDA website ➤ Mouse Party Videos, NIDA website ➤ Motivational Mondays ➤ https://www.youtube.com/watch?v=R7iN71uJcG0 ➤ https://www.youtube.com/watch?v=4gi9y3sTrXE ➤ https://www.youtube.com/watch?v=TC-X4eidrOo ➤ https://www.youtube.com/watch?v=-uPaSOD7Dvk&t=51s 	<ul style="list-style-type: none"> ➤ youtube ➤ Google Classroom ➤ Edpuzzle ➤ Worksheets ➤ Human Kinetics- Lesson Planning for Skills-Based Health Education
Differentiation & Inclusive Support Strategies:	
<p>Multilingual Learners:</p> <ul style="list-style-type: none"> - Provide guided reading and writing in small groups - Use visuals, labeled classroom materials, and cognates 	

- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)

- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Unit 9 Core Instructional and Supplemental Materials

- Chromebooks
- Worksheets
- Projector
- Health Worksheets
- Test

Teacher Notes: Google Classroom is utilized