

Grads

Course Description

Graduation, Reality And Dual-role Skills (GRADS) is a program for pregnant teens and/or young parents that focus on work and family foundation skills of significance to these students. GRADS programs include student demonstration of skills leading to high school graduation and economic independence.

Grads

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Building Your Future	approx. 9 weeks
Unit 2	Helping Your Child Grow and Develop	approx. 9 weeks
Unit 3	Your New Baby	approx. 9 weeks
Unit 4	Understanding Your Changing Life	approx. 8 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

- **Technology Operations and Concepts**
 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Creativity and Innovation**
 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- **Communication and Collaboration**
 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- **Digital Citizenship**
 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- **Research and Information Literacy**
 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- **Critical Thinking, Problem Solving, Decision Making**
 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

New Jersey Student Learning Standards (NJSLS)

9.1 Personal Financial Literacy

- 9.1.12.B.4: Analyze how income and spending plans are affected by age, needs, and resources.

9.3– Career and Technical Education

Career Cluster: Human Services

Pathway: Early Childhood Development & Services (HU-ED)

- 9.3.HU-ED.1: Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.
- 9.3.HU-ED.2: Communicate effectively with fellow staff members to facilitate child development activities.
- 9.3.HU-ED.5: Evaluate safety and sanitation procedures associated with the early childhood education environment to assure compliance and prevent potential hazards.

Pathway: Family & Community Services (HU-FAM)

- 9.3.HU-FAM.2: Identify community resources to provide family and community services.

Common Career Technical Core (CCTC)

Career Cluster: Human Services

Pathway: Early Childhood Development & Services (HU-ED)

- HU-ED.1: Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.
- HU-ED.2: Communicate effectively with fellow staff members to facilitate child development activities.
- HU-ED.5: Evaluate safety and sanitation procedures associated with the early childhood education environment to assure compliance and prevent potential hazards.

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Common Core State Standards (CCSS)

CCSS - English-Language Arts

Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Course: GRADS Unit: III Grade Level: 9-12	Unit Overview: The aim of this unit is to take the dear and mystery pregnancy, childbirth, and parenting an infant. Students will explore prenatal health, preparation for parenthood or adoption, labor and delivery, and newborn care.
New Jersey Students Learning Standards (NJSLS): 9.1.12.B.4; 9.3.HU-ED.1; 9.3.HU-ED.5; 9.3.HU-FAM.2; 9.3.HU-ED.2	
Common Career Technical Core (CCTC): HU-ED.1; HU-ED.5; HU-FAM.2; HU-ED.2	
Common Core State Standards (CCSS): W.11-12.7; RL.11-12.1; W.11-12.1	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Examine conception, confirm pregnancy and understand the changes during pregnancy. NJSLS: 9.3.HU-FAM.2 CCTC: HU-FAM.2 CCSS: W.11-12.7; RL.11-12.1; W.11-12.1	How can pregnancy be confirmed? What are the signs of pregnancy? How does pregnancy change the body? What are the emotional implications of pregnancy?	<ul style="list-style-type: none"> The reproductive system Conception Early stages of pregnancy Where to go for tests Next steps if pregnant Danger signs in early pregnancy A boy or a girl? Fetal growth Understand body changes 	Venn Diagram: Compare and contrast the male and female reproductive systems. Quick Write: What is the most effective way to confirm a pregnancy?	Teen Pregnancy: http://www.healthline.com/health/adolescent-pregnancy Teenage Pregnancy: http://www.pregnancybirthbaby.org.au/teenage-pregnancy

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<ul style="list-style-type: none"> Understand emotional changes 		
<p>Illustrate how to have a healthy pregnancy.</p> <p>NJSLS: 9.3.HU-FAM.2; 9.3.HU-ED.5 CCTC: HU-FAM.2; HU-ED.5 CCSS: W.11-12.7; RL.11-12.1; W.11-12.1</p>	<p>When should you seek medical care?</p> <p>What does a medical history include?</p> <p>What are the warning signs of complications?</p> <p>What diseases and infections can complicate a pregnancy?</p> <p>How can you reduce your risks?</p> <p>What is the role of exercise and diet in a healthy pregnancy?</p>	<ul style="list-style-type: none"> Medical care during pregnancy Pregnancy complications Reducing the risks for the mother and baby Illegal drugs Medications X-rays Caffeine Exposure to chemicals Guidelines for exercise Nutrition 	<p>PowerPoint: Create a PowerPoint in groups or individual describing how to have a health pregnancy.</p> <p>Quick Write: How can alcohol impact pregnancy?</p>	<p>Prenatal Care Fact Sheet: https://www.womenshealth.gov/publications/our-publications/fact-sheet/prenatal-care.html</p> <p>Planned Parenthood Prenatal Care https://www.plannedparenthood.org/learn/pregnancy/prenatal-care</p> <p>Fetal Alcohol Syndrome: http://www.nofas.org/living-with-fasd/</p>
<p>Prepare for the arrival of an infant.</p> <p>NJSLS: 9.1.12.B.4;</p>	<p>Will I parent or plan an adoption?</p> <p>What is my plan for</p>	<ul style="list-style-type: none"> Making plans The baby's father Choose a health care provider 	<p>Plan: Draft a birth plan.</p> <p>Venn Diagram: Compare and contrast</p>	<p>Preparing for Baby http://www.parents.com/pregnancy/my-life/preparing-for-baby/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
9.3.HU-ED.2 CCTC: HU-ED.2 CCSS: W.11-12.7; RL.11-12.1; W.11-12.1	staying in school? What is my plan for career and childcare? What is the father's role in pregnancy?	<ul style="list-style-type: none"> • Deciding what you will feed the baby • Prenatal and childbirth classes • Planning a hospital stay 	breast-feeding and formula feeding.	Preparing for your baby's arrival: An overview http://www.babycenter.com/0_preparing-for-your-babys-arrival-an-overview_10379655.bc
Discuss the experience of childbirth. NJSLS: 9.3.HU-ED.5 CCTC: HU-ED.5 CCSS: W.11-12.7; RL.11-12.1; W.11-12.1	How can you prepare yourself for childbirth? To what extent does a birth plan impact labor?	<ul style="list-style-type: none"> • False labor • Baby position changes • Pain relief during childbirth • Stages of childbirth • Cesarean delivery • After the delivery 	Creative Writing: Write an original story describing the experience of childbirth. Be creative! Quick Write: Do you think it is appropriate to take pain medication during childbirth?	Teenage Pregnancy: Labor and Delivery http://www.nationwidechildrens.org/teenage-pregnancy-labor-and-delivery CDC Teen Pregnancy http://www.cdc.gov/teenpregnancy/about/
Evaluate life as a new parent. NJSLS: 9.1.12.B.4; 9.3.HU-ED.2; 9.3.HU-ED.1 CCTC: HU-ED.2; HU-	How can you determine if a baby needs emergency care? What causes post partum depression? What are your rights	<ul style="list-style-type: none"> • Discuss the hours after delivery • Early decisions about the newborn • Going home from the hospital 	Journal: Write a story featuring your child as superhero. Prezi: Create a prezi about the significance of the APGAR Score	Life as a New Parent http://www.parents.com/baby/new-parent/ Life as Teen Parent http://www.teenvogue.com/story/teen-mom

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
ED.1 CCSS: W.11-12.7; RL.11-12.1; W.11-12.1	regarding medical decisions for your newborn?	<ul style="list-style-type: none"> • Caring for yourself 	Birth Stages: List the sequential events in the childbirth process. Evaluate the pros and cons of different delivery methods.	Labor and Delivery Lesson Plans: http://www.familyconsumersciences.com/2011/06/labor-delivery/
Evaluate care for your newborn. NJSLS: 9.1.12.B.4; 9.3.HU-FAM.2; 9.3.HU-ED.5 CCTC: HU-FAM.2; HU-ED.5 CCSS: W.11-12.7; RL.11-12.1; W.11-12.1	What is the significance of immunizations? What are the guidelines for newborn care?	<ul style="list-style-type: none"> • Medical care • Feeding your baby • Sleep needs • Schedules • Bathing • Diapering • Dressing a baby • Equipment for baby. 	Debate/Quick Write: What is best for a baby breast milk or formula? Accountable Talk: As a class discuss issued with newborn health and mortality. http://www.healthynetwork.org/hnn-content/uploads/Care-of-the-Newborn-Training-Guide.pdf	First Time Parent Guide http://kidshealth.org/en/parents/guide-parents.html Newborn Care: http://www.babyourbaby.org/pdfs/newborncare.pdf

Unit 3 Vocabulary

Birth Plan
Breast Feeding
Weaning
Cesarean
Circumcision
Labor
Apgar score

Maternal mortality rate
Natal
Nurse Midwife
Neonatal period
Obstetrics
Premature delivery

Suggested Unit Projects

Choose At Least One

Natural Childbirth Project

Research the pros and cons of natural and home childbirth.
 Create a newsletter for expectant mothers.

Cloth vs. Disposable Diapers

Read the article and write a letter to the editor for or against the use of cloth diapers.

http://www.slate.com/articles/health_and_science/the_green_lantern/2008/03/should_my_baby_wear_huggies.html

Suggested Structured Learning Experiences

Prenatal Yoga Class
 The Dorothy B. Kraft Center
 15 Essex Rd., 2nd Floor
 Paramus, NJ 07652
 201-291-6151
<http://www.valleyhealth.com/SupportPrograms.aspx?id=458>

St. Joseph's Medical Center
 Paterson, NJ
 Online Childbirth Class