

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 (NJSL)

Comprehensive Health and Physical Education

2.2 Integrated Skills

- 2.2.12.A.2: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
- 2.2.12.C.2: Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.

2.3 Drugs and Medicines

- 2.3.12.B.4 Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.

9.1 Personal Financial Literacy

- 9.1.12.A.4: Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

9.3– Career and Technical Education

Pathway: Family and Community Services

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

Career Cluster: Finance

- 9.3.12.FN.2 Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.

Common Career Technical Core (CCTC)

Pathway: Family and Community Services

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

Career Cluster: Finance

- FN.2 Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

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.

Common Core State Standards (CCSS)

CCSS - Mathematics

Make inferences and justify conclusions from sample surveys, experiments, and observational studies:

- CCSS.MATH.CONTENT.HSS.IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
- CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.

<p>Course: GRADS Unit: IV Grade Level: 9-12</p>	<p>Unit Overview: In this unit students will explore the changes they will face as a result of teen pregnancy and parenting. They will explore telling others, improving self esteem, values, goals, and other decisions associated with teen pregnancy.</p>
<p>New Jersey Students Learning Standards (NJSLS): 2.2.12.A.2; 2.2.12.C.2; 9.1.12.A.4; 9.3.HU-FAM.2; 9.3.12.FN.2</p>	
<p>Common Career Technical Core (CCTC): 9.1.12.A.4; HU-FAM.2; FN.2</p>	
<p>Common Core State Standards (CCSS): HSS.IC.B.4; HSS.IC.B.6; W.11-12.1</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Examine how to improve self-esteem.</p> <p>NJSLS: 9.3.HU-FAM.2 CCTC: HU-FAM.2 CCSS: W.11-12.1; W.11-12.7</p>	<p>What is self-esteem?</p> <p>What is the significance of self-esteem?</p> <p>How can you improve your self-esteem?</p> <p>How is self-esteem formed?</p>	<ul style="list-style-type: none"> • Handling new things • Accepting pregnancy • Telling others about the pregnancy • Preparing to make a decision • Skills needed to succeed • Self-esteem • Personal outlook • Health and personal care 	<p>Quick Write: How do you plan to develop your child's self esteem?</p> <p>Presentation: Create a presentation to tell family and friends about your pregnancy,</p>	<p>11 ways to help your kid build self-esteem http://www.todaysparent.com/family/parenting/how-to-build-your-childs-self-esteem/</p> <p>Foster Self-Esteem http://www.parents.com/toddlers-preschoolers/development/social/boost-your-childs-self-esteem/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<ul style="list-style-type: none"> Evaluate your self esteem 		
<p>Consider values, goals, and decisions.</p> <p>NJSLS: 9.1.12.A.4; 2.2.12.C.2; 9.3.HU-FAM.2; 9.3.12.FN.2 CCTC: HU-FAM.2; FN.2 CCSS: W.11-12.1; W.11-12.7</p>	<p>How are values developed?</p> <p>How does one form goals?</p> <p>How are values changed?</p> <p>How can you learn to set goals?</p> <p>How can one make good decisions?</p>	<ul style="list-style-type: none"> Values Goals and resources Decision making Identify the decision to be made Identify your options Value conflicts Gather and examine information Evaluate the results of your decisions 	<p>Journal: How do your values impact your parenting style?</p> <p>Goals Activity: Have the students take out a blank sheet of paper and number it 1-4. Ask the students each of the four questions below and give them 30 seconds to respond by writing the first thing that comes to their minds.</p> <p>a. If you were given 3 wishes for anything, what would you wish for?</p> <p>b. If you won a million dollars, how would you spend it?</p> <p>c. If you had only 6 months to live, what would you do?</p>	<p>Parenting: Decision Making https://www.psychologytoday.com/blog/the-power-prime/200910/parenting-decision-making</p> <p>Parental Decision Making https://depts.washington.edu/bioethx/topics/parent.html</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			d. If you could accomplish anything in the world, what would you do?	
<p>Explore relationships and what it means to be a parent.</p> <p>NJSLS: 2.2.12.A.2; 2.2.12.C.2; 9.3.HU-FAM.2 CCTC: HU-FAM.2 CCSS: W.11-12.1; W.11-12.7</p>	<p>What is love?</p> <p>What are the characteristics of a healthy relationship?</p> <p>How do relationships change with children?</p> <p>How do couples adjust to marriage?</p> <p>Is marriage an option right now?</p>	<ul style="list-style-type: none"> • Explore the reasons teens marry • Teen relationships and marriage • Co-parenting • Family support 	<p>Journal: How do you define being in love?</p> <p>Plan: Create a co-parenting plan with your partner</p>	<p>Loving Relationships: https://www.psychologytoday.com/basics/relationships</p> <p>Parent-Teen Relationships https://www.plannedparenthood.org/parents/parent-teen-relationships</p>
<p>Assess the options parenting, abortion, and adoption.</p> <p>NJSLS: 9.3.HU-FAM.2; 2.2.12.C.2 CCTC: HU-FAM.2 CCSS: W.11-12.1; W.11-12.7</p>	<p>What does it mean to be a parent?</p> <p>What do parents do?</p> <p>What are my options as a pregnant teen/couple?</p>	<ul style="list-style-type: none"> • Adoption agencies • Independent adoption • Openness in adoptions • Reasons for choosing adoption • Abortion 	<p>Journal: What is an open adoption?</p> <p>Poster: Create a poster outlining what a parent supposed to do.</p>	<p>Choices: http://www.americanadoptionoptions.com/pregnant/adoption_abortion_parenting?cld=1</p> <p>Adoption or Parenting – Are You Ready to Raise a Child?</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<ul style="list-style-type: none"> • Evaluate your options 		https://consideringadoption.com/pregnant/is-adoption-right-for-you/adoption-or-parenting
<p>Identify how to adjust to teen parenting.</p> <p>NJSLS: 9.1.12.A.4; 9.3.HU-FAM.2; 9.3.12.FN.2 CCTC: HU-FAM.2; FN.2 CCSS: W.11-12.1; W.11-12.7</p>	<p>How does life change as a teen parent?</p> <p>What is the best way to deal with stress?</p>	<ul style="list-style-type: none"> • Managing your time • Managing your money • Managing your schoolwork • Keeping a part time job • Finding a good babysitter • Changing expectations in relationships • Dealing with stress 	<p>Quick Write: What about being a parent will change your life the most?</p> <p>Newsletter: Draft a newsletter on how to reduce stress.</p>	<p>Adjusting to Motherhood http://www.parenting.com/article/adjusting-to-motherhood</p> <p>Teens Adjusting to Parenting https://www.questia.com/library/journal/1G1-13885838/personal-adjustment-during-pregnancy-and-adolescent</p>
<p>Evaluate sexual discussion making, communication and crisis within relationships.</p>	<p>What are the criteria for making a good decision?</p> <p>What are the roles of</p>	<ul style="list-style-type: none"> • Building healthy relationships • Making responsible 	<p>Outline: Create a profile for the ideal relationship</p> <p>Quick Write: How can</p>	<p>Teen Pregnancy Health http://www.hhs.gov/ash/oah/adolescent-health-topics/reproductive-health/teen-</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>NJSLS: 2.2.12.A.2; 9.3.HU-FAM.2 CCTC: HU-FAM.2 CCSS: HSS.IC.B.4; HSS.IC.B.6; W.11-12.1; W.11-12.7</p>	<p>teen parents?</p> <p>Why is it necessary to adjust to a baby's needs?</p> <p>What can make a relationship unhealthy?</p> <p>Why is communication essential to a healthy relationship?</p>	<p>sexual decisions</p> <ul style="list-style-type: none"> • Preventing STDS • Preventing a repeat pregnancy • Key elements of communication • Barriers of good communication • Communicating with others • Conflict resolution • Common crises for teens • Responding to crisis • Understand STD Statistics 	<p>communication impact relationships?</p>	<p>pregnancy/strategies-and-approaches.html</p> <p>Teen Love and Romance http://kidshealth.org/en/teens/love.html?WT.ac=t-ra</p>

Unit 4 Vocabulary

Relationship expectations
Values
Goals Morals
Co-parenting
Adoption
Open Adoption

Parenting
Communication
Self-Esteem

Suggested Unit Projects

Choose At Least One

Explain to students that you will be showing them images that are violent and could trigger a strong emotional reaction. Let students know that it is ok if they need to close their eyes or leave the room. Find out in advance who is available if a student needs to talk to someone after the activity, and share that information with students beforehand. 2. Show students examples of ads that show different types of violence and abuse. These ads can be printed in magazines, posted on billboards, in commercials, or on the internet. Use at least three different ads to show physical, sexual, and emotional or verbal abuse. 3. Ask students to describe what they see in each ad. You can also break the students up into small groups for this part of the discussion. 4. Using the discussion questions below, lead a conversation about the meaning of the ads with the large group.

Designing Self-Collages
 Using pictures, words, or symbols clipped from magazines that represent things they enjoy doing or own, places they've been, people they admire, or careers they desire, my students create a collage. They place their names on the back, and I post the collages around the room. I have the other student's guess which collage belongs to whom and state why they made that guess.

Suggested Structured Learning Experiences

Planned Parenthood - Paterson Health Center
 Medical clinic in Paterson, New Jersey
[Address:](#) 680 Broadway, Paterson, NJ 07505
[Phone:](#) [\(973\) 345-3883](tel:9733453883)

Division of Youth & Family Services
 Child Care Agency
 Elizabeth, NJ
 (908) 820-3000