12 Abortion vs. Adoption

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Marking Period 3**
Length: **3 days**
Status: **Published**

Brief Summary of Unit

This unit will help students understand the moral and political issues regarding abortion and adoption.

Revised June 2022

Standards

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).
2.1.12.CHSS.1	Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
2.1.12.CHSS.2	Develop an advocacy plan for a health issue and share this information with others who can benefit.
2.1.12.CHSS.3	Explain the purpose of the Safe Haven Law and identify locations in your community.
2.1.12.CHSS.4	Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).

Essential Questions

What effect has the court case “Roe v. Wade” had on a woman’s right to choose?

What is the New Jersey law regarding abortion?

What is the Safe Haven Law?

Students Will Know/Students Will be Skilled At

the choice they make will affect them for the rest of their lives.

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adoption papers can be unsealed to obtain medical history.

making a knowledgeable decision when faced with an unwanted pregnancy.

Learning Plan

Preview the essential questions and connect to learning throughout the unit.

Define abortion, and discuss the commonly used methods of abortion.

Identify the choices that a person has other than abortion.

Present the possible outcomes to an unwanted pregnancy.

Evidence/Performance Tasks

participate actively in classroom discussions relating to abortion and adoption.

engage in an active debate dealing with pro-life/pro-choice.

complete a weekly written/oral test.

answer the essential questions.

Materials

Power Point

Construction Paper

White board

Videos

Student presentations

Laptops

Note packets

Suggested Strategies for Modifications

one-to-one instruction and assistance
cooperative learning groups
study partners
additional time on task
alternative outcome options
assessment based on individual development in the area of study
images and visual aids
handouts of notes, procedures, processes, diagrams, etc.
preferential seating
audio tape of instruction
reading material modified to student level
testing materials appropriate to student level

Provide copy of accurate class notes

Adjust number of items student is expected to complete

Allow extra time for task completion

Allow verbal rather than written responses

Modify curriculum content based on student's ability level

Allow typed rather than handwritten responses

Modified homework assignments (modify content, modify amount, as appropriate)

Assistance with organization of materials/notebooks

Use a consistent daily routine

Assist student in setting short-term goals

Break down tasks into manageable units

Provide benchmarks for long-term assignments and/or projects

Use of checklists

Use of an assignment notebook or planner

Provide timelines for work completion

Provide organizational support through teacher websites

Provide organizers/study guides

Require classroom notebooks and/or folders

Frequently check for understanding

Simplify task directions

Provide hands-on learning activities

Provide modeling

Provide guided instruction

Modify pace of instruction to allow additional processing time

Provide small group instruction

Present information via the visual modality(written material to supplement oral explanation, models, illustrations, assignments written on board)

Provide outline in advance of lecture

Demonstrate directions and provide a model or example of completed task

Emphasize multi-sensory presentation of data

Encourage use of mnemonic devices

Provide oral as well as written instructions/directions

Allow for repetition and/or clarification of directions, as needed

Reinforce visual directions with verbal cues

Give direct and uncomplicated directions

Orient to task and provide support to complete task

Help to develop metacognitive skills (self-talk and self-correction)

Directions repeated, clarified or reworded

Have student demonstrate understanding of instructions/task before beginning assignment

Allow wait time for processing before calling on student for response

Read directions aloud

Administer work in small segments

Provide visual models of completed tasks

Give verbal as well as written directions

Use interests to increase motivation

Enlarge print

Modified grading

Additional time to complete classroom tests/quizzes

Announce test with adequate prep time

Small group administration of classroom tests/quizzes

Modified tests/quizzes Modify the number of choices on tests/quizzes

Modify length of test

Modify the content of tests/quizzes