



BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

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Engaging Students, Fostering Achievement, Inspiring Excellence

FRESHMAN HEALTH COURSE SYLLABUS

Course Description

The Freshman Health Curriculum is designed to address a number of current health topics and issues. This course acts as a comprehensive health course, contending with topics that students will not discuss in most other health classes. The course is also designed to address topics that students will encounter during adolescence. The main topics which will be addressed in this unit are health and wellness, decision making, healthy relationships, reproductive systems, gender identity, gender roles, sexually transmitted infections, tobacco and e-cigarettes, drugs, alcohol and nutrition.

Goals/Objectives

In this course, students will be able to:

- Identify emotional, physical, and social changes that occur during adolescence.
- Develop positive health attitudes toward family and peer relationships.
- Develop an awareness of current social problems that currently relate to the younger student.
- Develop the ability to be able to recognize and effectively communicate in personal relationships.
- Develop a foundation of knowledge and healthy attitudes toward nutrition and related areas.
- Develop an awareness of the dangers of the abuse of alcohol, drugs, and tobacco and responsible decision making regarding the same.
- Identify the risks and dangers associated with e-cigarettes and vaping.
- Develop the ability to identify and assess risks and unhealthy behaviors
- Identify the male/female reproductive organs and their functions.
- Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.
- Develop an awareness of existing sexually transmitted infections, HIV and barrier methods that prevent disease transmission.

Grading

Your grade will be determined based on a percentage system. Each assignment given will be issued a point value and that point value will be factored into a category. The more points the assignment is worth; the more value it has to your overall grade. The percentage system is based upon these values:

Tests	30%
Projects	30%
Quizzes	20%
Class Assignments/Participation	20%

Classroom Rules

1. All students must be on time and in their seat when the bell rings. School policies on lateness will be enforced.
2. You are expected to be in class. If you miss a class it is YOUR responsibility to make up any missed assignments or assessments.
 - a. You have the same number of days you were absent to make up any missed assignments or assessments.
 - b. If you were absent the day something is due, it must be turned in the day you return to class.
3. You should always be prepared for class with your Chromebook and a writing utensil.
4. Assignments are due on their due date. Anything collected after the due date will lose points. Assignments **MUST** be handed in within a week of their due date. Anything after one week will not be accepted.
5. No food, gum and drinks are allowed in class. These items will be thrown out upon entering the classroom.
6. Your agenda book is needed to leave class. No agenda = no bathroom.
7. Class discussions and questions are part of this course. Please respect your classmates and instructor by being positive and courteous to one another.

Black Horse Pike Regional School District

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Health I

Course Number:000101

PART I: UNIT 1 RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Health I Comprehensive Health and Wellness UNIT 1	Unit Summary: The comprehensive health and wellness unit incorporates all materials that promote health and wellness for students. It provides students with the framework to make healthy choices that will positively impact them throughout their lives. Topics in this unit include decision making, identifying risky behaviors, relationships and nutrition.
Grade Level(s): 9	
Essential Question(s): 1. What are the consequences of our choices in terms of wellness? 2. What makes food healthy? 3. What is the difference between healthy and unhealthy risks? 4. Why do we sometimes take risks that can cause harm to ourselves or others? 5. How do I overcome negative influences when making decisions about my personal health? 6. What causes optimal growth and development? 7. In order to achieve lifetime wellness, what should I plan for and what should I just let happen? 8. How do we learn to understand and respect diversity in relationships?	Enduring Understanding(s): 1. Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. 2. There are many short and long term health benefits and risks associated with nutritional choices. 3. Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. 4. Decision-making can be affected by a variety of influences that may not be in a person's best interest. 5. An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices. 6. Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals. 7. Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Targets</u>	<u>NJSLS</u>
<p>1. Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly. STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> - Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. - Identify healthy vs unhealthy lifestyle habits that affect mental and emotional health in scenarios that include evidence of routines for attending to mental wellness and strategies for managing emotions. - Create a personalized plan for managing a balanced lifestyle that includes physical activity and social activities. - Evaluate one's own skills in handling difficult situations to determine where improvements can be made. <p>2. Applying basic nutrition and fitness concepts to lifestyle behaviors impacts wellness. STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> - Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. - Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries. - Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health. <p>3. Evaluating the potential impact of choices prior to engaging in unhealthy/risky behaviors to prevent injury. STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> - Determine the causes and outcomes of <u>intentional and unintentional injuries</u> in adolescents and young adults and propose prevention strategies. - Evaluate risks in relationships with peers and potentially harmful choices in communication on social media. - Evaluate scenarios where online or text messages damage one's personal life. - Explain ways to protect against abuse and all forms of assault and what to do if assaulted. <p>4. Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> - Predict the short- and long-term consequences of unresolved conflicts. - Analyze how new technologies (i.e. social media) may positively or negatively impact 	<ol style="list-style-type: none"> 2.1.12.PGD.1, 2.1.12.EH.3, 2.1.12.EH.1 2.2.12.N.2, 2.2.12.N.1, 2.2.12.N.3 2.1.12.PS.1, 2.1.12.PS.2, 2.1.12.EH.3 2.1.12.SSH.1, 2.1.12.SSH.4 2.1.12.CHSS.1 2.1.12.SSH.2, 2.1.12.SSH.4, 2.1.12.EH.4, 2.3.12.PS.8 2.1.12.EH.1, 2.1.12.EH.2, 2.3.12.PS.1, 2.3.12.PS.2

the incidence of conflict or crisis.

- Evaluate causes of conflicts for various social groups, including how a culture can support or harm the expression of a person's identity.*
- Identify strategies for managing conflicts within relationships and for preventing harm to oneself and others*

5. Stress management skills impact an individual's ability to cope with different types of emotional situations.

STUDENTS WILL BE ABLE TO:

- Analyze various ways to handle stress and support emotional health, including how to manage the demands of academics and personal trauma or crises that may arise from toxic relationships, severe injury, death, illness, or violence.*
- Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.*
- Identify mental health resources available to help support an individual or family.*

6. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

STUDENTS WILL BE ABLE TO:

- Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.*
- Develop skills in demonstrating empathy when interacting with others and in a way that ensures the safety of others, particularly when using online forums and digital communication devices.*
- Develop strategies for advocacy of programs and policies that support respect for diverse identities, perspectives, and sexual orientation.*

7. Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.

STUDENTS WILL BE ABLE TO:

- Evaluate the short-and long-term consequences of good and poor decision-making on oneself, friends, family, and others.*
- Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.*

Inter-Disciplinary Connections:

LA.9-10.CCSS.ELA-Literacy.CCRA.W.1 - [Anchor Standard] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.9-10.CCSS.ELA-Literacy.CCRA.W.2 - [Anchor Standard] - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LA.9-10.CCSS.ELA-Literacy.WHST.9-10.4 - [Grade Level Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.9-10.CCSS.ELA-Literacy.CCRA.W.6 - [Anchor Standard] - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LA.9-10.CCSS.ELA-Literacy.RST.9-10.1 - [Grade Level Standard] - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

LA.9-10.CCSS.ELA-Literacy.CCRA.R.4 - [Anchor Standard] - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

SCI.9-12.5.5.12. A.4: Relate disease in humans and other organisms to infections or intrinsic failures of system
TECH.8.1.12 - [Standard] - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Career 9.3.12.AG-FD.2 [Standard] Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.

Career 9.3.12.AG-FD.4 [Standard] Explain the scope of the food industry and the historical and current developments of food products and processing.

Career 9.3.HU-ED.7 [Standard] Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.

Students will engage with the following text:

- Prentice Hall Health (2010) Prentice Hall Health
- Adapted Reading and Note Taking Guide (2010)

Students will write:

- Students will use writing in the “Do Nows” corresponding to the health-related topic. The “Do Nows” may be a question related to the health topic or a journal entry writing an opinion/personal story related to the health topic.
- Students will implement Cornell Style Note taking in the classroom.
- Students will complete writing assignments related to the specific health content. The assignments may include, but are not limited to, current event summaries, writing prompts, opinion-based prompts.
- Students will complete “Exit Tickets” when assigned by their teacher.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Content:

Health and Wellness

- Physical, Mental, Social
- Decision Making
- Risky Behaviors

Healthy Relationships

- Families
- Diversity/Tolerance: LGBTQ+
- Healthy vs Unhealthy
- Bullying/Domestic Abuse
- Suicide Awareness

Nutrition

- 6 Types of Nutrients
- Reading Nutrition Labels/Portion Sizes
- Making Healthy Choices

Materials and supplies:

Powerpoint/Google slide presentations

Worksheets (can be found in the teacher’s edition of Prentice Hall Health)

Videos which include:

- 13 Reasons Why
- Super Size Me
- That Sugar Film
- The Bully Project

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- "Do-Nows" & "Exit Tickets"
- Strategic Questioning
- Think-Pair-Share
- Class participation
- Homework and classwork assignments
- Quiz: Health & Wellness; Decision Making/Risky Behaviors; Nutrition; Relationships

Accommodations/Modifications:

- Extended time if needed
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assignments visually appealing (proper amount of spaces between sections, enlarge font)
- Chunk sections of assessment and/or reduce the quantity of sections if needed
- Reduce quantity of written assignments if needed - Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide copies of PowerPoint presentations
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

Summative Assessments:

- Personal Nutrition Assessment
- Test on Health and Wellness Unit

Accommodations/Modifications:

- Extended time if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of spaces between sections, enlarge font if necessary, etc)
- Chunk sections of assessment and/or reduce the quantity of sections if needed

Performance Assessments:

Group Presentations on Bullying Awareness
External and class assignments
Analyzing Student Work

Accommodations/Modifications:

- Limit oral reading unless student volunteers
- Extended time on assignments if needed
- Include word banks
- Monitor organization of notebook on daily basis. Assist with organization if necessary.
- Break long term assignments into smaller sections; monitor development of smaller goals

Black Horse Pike Regional School District

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Health I

Course Number:000101

PART I: UNIT 2 RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Health I Drugs, Alcohol, Tobacco, & E- cigarettes UNIT 2	Unit Summary: This section of freshman health will review and describe the types and side effects of various drugs, including alcohol and tobacco. The students will develop an awareness of drug use, dependency and addiction. Students will formulate ways to promote individual wellness and stay committed to a positive lifestyle.
Grade Level(s): 9	
Essential Question(s): 1. What are the consequences (especially unforeseen) of our choices in terms of wellness? 2. Why do we sometimes take risks that can cause harm to ourselves or others? 3. Why might educated people make poor health decisions? 4. How do I overcome negative influences when making decisions about my personal health? 5. Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects? 6. How do I make the “right” decisions in the face of peer, media and other pressures? 7. Why does one person become an addict and another does not?	Enduring Understanding(s): 1. Current and future personal wellness is dependent upon applying health related concepts and skills in everyday lifestyle behaviors. 2. Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. 3. Decision-making can be affected by a variety of influences that may not be in a person’s best interest. 4. Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body. 5. There are common indicators, stages and influencing factors of chemical dependency.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**DESCRIBE THE LEARNING TARGETS.**

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Targets</u>	<u>NJSLS</u>
<p>1. Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p> <p>STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> -Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries. -Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements -Relate personal abuse of prescription and over-the-counter medicines to emotional and mental wellness. -Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis. <p>2. There are immediate and long-term consequences of risky behavior associated with substance abuse.</p> <p>STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> - Correlate increased alcohol use with challenges that may occur at various life stages. - Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy. <p>3. The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.</p> <p>STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> - Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death. - Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free. -Analyze the societal impact of substance abuse on the individual, family, and community. <p>4. Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.</p> <p>STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> - Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes. 	<ol style="list-style-type: none"> 1. 2.3.12.ATD.1, 2.3.12.ATD.2, 2.3.12.ATD.3 2. 2.3.12.ATD.3 3. 2.3.12.DSDT.5 4. 2.3.12.DSDT.1

Inter-Disciplinary Connections:

LA.9-10.CCSS.ELA-Literacy.CCRA.W.1 - [Anchor Standard] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.9-10.CCSS.ELA-Literacy.CCRA.W.2 - [Anchor Standard] - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LA.9-10.CCSS.ELA-Literacy.WHST.9-10.4 - [Grade Level Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.9-10.CCSS.ELA-Literacy.CCRA.W.6 - [Anchor Standard] - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LA.9-10.CCSS.ELA-Literacy.RST.9-10.1 - [Grade Level Standard] - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

LA.9-10.CCSS.ELA-Literacy.CCRA.R.4 - [Anchor Standard] - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

SCI.9-12.5.5.12. A.4: Relate disease in humans and other organisms to infections or intrinsic failures of system
TECH.8.1.12 - [Standard] - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Students will engage with the following text:

- Prentice Hall Health (2010) Prentice Hall Health,
- Adapted Reading and Note Taking Guide (2010)

Students will write:

- Students will use writing in the “Do Nows” corresponding to the health-related topic. The “Do Nows” may be a question related to the health topic or a journal entry writing an opinion/personal story related to the health topic.
- Students will implement Cornell Style Note taking in the classroom.
- Students will complete writing assignments related to the specific health content. The assignments may include but are not limited to current event summaries, writing prompts, opinion-based prompts.
- Students will complete “Exit Tickets” when assigned by their teacher.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Content:

Alcohol

- Types
- Physical and Psychological Effects
- Damage to the Body
- Alcoholism

Tobacco

- Types
- Physical Effects on the Body

E-Cigarettes (Vaping)

- Types
- Effects on the Body

Drugs

- Legal and Illegal Drugs
- Classifications
- Misuse, Abuse, and Addiction

Materials and supplies:

PowerPoint/Google slide presentations

Alcohol, Tobacco, E-cigarettes, and Drugs

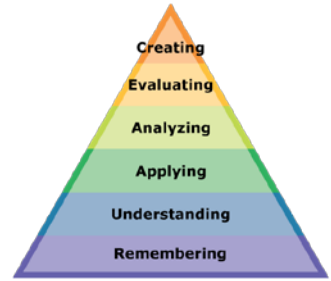
Worksheets (can be found in the teacher's edition of Prentice Hall Health) or Team Drive

Videos which include:

- "Intervention" episodes

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- "Do-Nows" & "Exit Tickets"
- Strategic Questioning
- Think-Pair-Share
- Class participation
- Homework and classwork assignments
- Quiz: Drugs, Alcohol, Tobacco, E-cigarettes

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- Some assessments may need to be read orally per individual student's IEP
- Include word banks on assessments
- Bold instructions on assignments/assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of spaces between sections, enlarge font)
- Chunk sections of assessment and/or reduce the quantity of sections if needed
- Reduce quantity of written assignments if needed - Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide copies of PowerPoint presentations
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

Summative Assessments:

Unit test on Drugs, Alcohol, Tobacco, and E-cigarettes

Accommodations/Modifications:

- Some assessments may need to be read orally per individual student's IEP
- Extended time if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of spaces between sections, enlarge font if necessary, etc)
- Chunk sections of assessment and/or reduce the quantity of sections if needed

Performance Assessments:

- Class Discussions & Debates
- Analyzing student work

Accommodations/Modifications:

- Reduce the number of questions
 - Extended time Verbal and written directions
 - Limit oral reading unless student volunteers

Black Horse Pike Regional School District

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Health I

Course Number:000101

PART I: UNIT 3 RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Health I The Body and Inclusive Sex Education UNIT 3	Unit Summary: This unit will address age-appropriate physical, mental, and social dimensions of human sexuality. It will help young people learn in a more accepting environment that acknowledges more identities and different experiences among all students. Students will discuss each reproductive systems' structure and function and the importance of understanding how our body's work in order for early detection and disease prevention for certain reproductive illnesses. Students will also identify a variety of sexually transmitted infections, what their signs and symptoms are, and how they can be treated and prevented. Prevention methods include abstinence and various forms of contraception. This unit will encourage students of all genders, identities, and orientations to analyze research about abstinence, sexual activity, and contraception and apply that information to support a healthy lifestyle.
Grade Level(s): 9	
Essential Question(s): 1. What is the importance of knowing the anatomy and physiology of the male and female reproductive systems? 2. How do you know when the time is right for you to become sexually active? 3. Why does the United States have such a high incidence of sexually transmitted infections? 4. How do I make the "right" decisions in the face of peer, media and other pressures? 5. How will providing information on contraception help in the decision-making process when dealing with issues involving sexual activity?	Enduring Understanding(s): 1. Identifying the structure and function of all reproductive systems is critical in understanding how our bodies work and can also aid in disease prevention. 2. External pressures and opportunities that present themselves may influence a person to become sexually active. 3. Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process. 4. Decision-making can be affected by a variety of influences that may not be in a person's best interest. 5. Making good health decisions requires the ability to access and evaluate reliable resources. 6. Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. 7. Regardless of gender identity or sexual orientation, all students must familiarize themselves with the reproductive system not only to prevent unintended pregnancies, but prevent the transmission of many sexually-transmitted infections.

<p>6. What are the consequences (especially unforeseen) of our choices in terms of wellness?</p> <p>7. Why is it important to understand the reproductive system even if I don't identify with or am not sexually active with a certain gender?</p>	
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Targets</u>	<u>NJSLS</u>
<p>1. The decision to become sexually active affects one's physical, social, and emotional health. STUDENTS WILL BE ABLE TO: <i>-Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.</i></p>	<p>1. 2.1.12.SSH.9 2. 2.1.12.SSH.6, 2.1.12.SSH.7 3. 2.1.12.SSH.1 2.3.12.PS.1 2.3.12.PS.3</p>
<p>2. Responsible actions regarding sexual behavior impact the health of oneself and others. STUDENTS WILL BE ABLE TO <i>- Evaluate information that supports abstinence from sexual activity using reliable research data.</i> <i>- Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.</i></p>	<p>4. 2.3.12.HCDM.1, 2.3.12.HCDM.3</p>
<p>3. Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all. STUDENTS WILL BE ABLE TO <i>-Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.</i> <i>- Identify laws and consequences that apply to sexual relations, including the need for consent.</i> <i>- Evaluate risks in relationships and in sexting.</i> <i>- Evaluate scenarios where consent for sexual relations is required.</i></p>	
<p>4. Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease. STUDENTS WILL BE ABLE TO: <i>-Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine).</i></p>	

5. Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.

STUDENTS WILL BE ABLE TO

-Evaluate the methods and resources available to confirm pregnancy.

Inter-Disciplinary Connections:

LA.9-10.CCSS.ELA-Literacy.CCRA.W.1 - [Anchor Standard] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.9-10.CCSS.ELA-Literacy.CCRA.W.2 - [Anchor Standard] - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LA.9-10.CCSS.ELA-Literacy.WHST.9-10.4 - [Grade Level Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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LA.9-10.CCSS.ELA-Literacy.RST.9-10.1 - [Grade Level Standard] - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

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SCI.9-12.5.5.12. A.4: Relate disease in humans and other organisms to infections or intrinsic failures of system
TECH.8.1.12 - [Standard] - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Students will engage with the following text:

-Prentice Hall Health (2010)

-Adapted Reading and Note Taking Guide (2010)

Students will write:

-Students will use writing in the "Do Nows" corresponding to the health-related topic. The "Do Nows" may be a question related to the health topic or a journal entry writing an opinion/personal story related to the health topic.

-Students will implement Cornell Style Note taking in the classroom.

-Students will complete writing assignments related to the specific health content. Including, but not limited to, current event summaries, writing prompts, opinion-based prompts.

-Students will complete "Exit Tickets" when assigned by their teacher.

PART III: TRANSFER OF KNOWLEDGE AND SKILLSDESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Content:

Male Reproductive System

- Internal Organs
- External Organs

Female Reproductive System

- Internal Organs
- External Organs
- Menstrual Cycle

LGBTQ+ Education

- Intersex
- Paradigm of Sexuality
- Vocabulary

Sexually Transmitted Infections (STIs)

- Bacterial STIs
- Viral STIs
- HIV/AIDS

Contraception

- Abstinence
- Barrier Methods
- Hormonal Methods

Materials and supplies:

Powerpoint/Google slide presentations

Gender Reproductive System

STIs information packets

Contraception

Worksheets (can be found in the teacher's edition of Prentice Hall Health)

Videos which include:

- Gender Revolution with Katie Couric
- Lifetime's: She's Too Young
- Teen Files: The Truth About Sex
- Skills For Healthy Living: Sex and Consequences

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

- "Do-Nows" & "Exit Tickets"
- Strategic Questioning
- Think-Pair-Share
- Class participation
- Homework and classwork assignments
- Quiz: Reproductive Systems; LGBTQ+ Vocabulary; Sexually Transmitted Infections; Contraception
- Differentiated Instruction: Developing a presentation on a sexually transmitted infection and present information to the class. Students will use technology as well as creativity to gather and present information.

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- Some assessments may need to be read orally per individual student's IEP
- Include word banks on assessments
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of spaces between sections, enlarge font)
- Chunk sections of assessment and/or reduce the quantity of sections if needed
- Reduce quantity of written assignments if needed - Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide copies of PowerPoint presentations
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

Summative Assessments:

- Test on Sexually Transmitted Infections and Contraceptive Methods that will include various multiple choice, true/false, short answer and matching questions.

Accommodations/Modifications:

- Extended time if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of spaces between sections, enlarge font if necessary, etc)
- Chunk sections of assessment and/or reduce the quantity of sections if needed

Performance Assessments:

Class Assignments, External Assignments and Oral Presentations

Accommodations/Modifications:

- Limit oral reading unless student volunteers
- Extended time on assignments if needed
- Include word banks
- Bold instructions on assignments and thoroughly review, repeat and clarify directions if needed
- Monitor organization of notebook on a daily basis. Assist with organization if necessary.
- Break long term assignments into smaller sections; monitor development of smaller goals

Sources for the following material:

Mental Health:

- <https://www.hhs.gov/ash/oah/adolescent-development/explained/emotional/support/index.html>

Nutrition:

- <https://www.healthychildren.org/English/ages-stages/teen/nutrition/Pages/A-Teenagers-Nutritional-Needs.aspx>
- <https://www.eatright.org/food/nutrition/nutrition-facts-and-food-labels/teach-your-teen-about-nutrition-facts-panels>

Drugs/Alcohol/Tobacco/E-cig:

- <https://e-cigarettes.surgeongeneral.gov/>
- https://www.cdc.gov/tobacco/basic_information/e-cigarettes/Quick-Facts-on-the-Risks-of-E-cigarettes-for-Kids-Teens-and-Young-Adults.html
- <https://www.drugabuse.gov/related-topics/trends-statistics/infographics/teens-e-cigarettes>

Reproductive Health:

- <https://kidshealth.org/en/teens/male-repro.html>
- <https://kidshealth.org/en/teens/female-repro.html>
- <https://www.nationalgeographic.com/tv/gender-revolution-a-journey-with-katie-couric/>

STIs/Contraception:

- <https://kidshealth.org/en/teens/contraception.html>
- <https://www.webmd.com/sex/birth-control/birth-control-teens#1>
- <https://www.cdc.gov/std/life-stages-populations/stdfact-teens.htm>
- <https://www.dosomething.org/us/facts/11-facts-about-teens-and-stds>

Additional resources found in the Team Drive.