

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

580 Erial Road, Blackwood, New Jersey 08012-4550

(856) 227-4106 Fax (856) 227-6835

www.bhprsd.org

Engaging Students, Fostering Achievement, Inspiring Excellence

SENIOR HEALTH COURSE SYLLABUS

Course Description:

This course is designed to provide students with the physical, emotional, and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students will learn how to develop and maintain relationships with friends and family. Additionally, students will learn medically accurate information about abstinence and contraception. They will learn skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted infections, HIV/AIDS, and unintended pregnancy. The students will also learn about the use of opioids and addiction.

Health is a **state requirement for graduation**. Excessive absences can result in the student being placed on No-Credit Status regardless of the final grade.

Goals and Objectives:

- Develop strategies to address domestic or dating violence, human trafficking, and identify unhealthy relationships. **(2.4.12.A.5) (2.2.12.C.2)**
- Analyze how technology impacts relationships both positively and negatively. **(2.4.12.A.6)**
- Differentiate between a healthy and an unhealthy relationship, including friendship. **(2.4.12.A.3)**
- Compare and contrast today's relationships with past generations. **(2.4.12.A.2) (2.4.12.A.4)**
- Evaluate how the media influences teens regarding sexual issues. **(2.4.12.B.3)**
- Investigate current and emerging topics related to sexual orientation and gender identity. **(2.4.12.B.4)**
- Analyze the pressures teens face and how it affects their decisions about sexual activity. **(2.4.12.B.3)**
- Recall information regarding the structure and function of the male and female reproductive systems regarding their role in conception. **(2.4.12)**
- Identify preventative care options to help ensure good reproductive health. **(2.1.12.A.CS1), (2.1.12.C.1)**
- Describe the development of a fetus from fertilization to birth. **(2.4.12.C.1)**
- Investigate the relationship between prenatal exposure to alcohol, tobacco and other drugs and the incidence of fetal alcohol syndrome, low birth weight and disabilities. **(2.4.12.C.2)**
- Identify the stages and process of labor. **(2.4.12)**
- Analyze and research the costs associated with raising a child. **(2.4.12.C.7)**
- Prepare a financial budget in accordance with the student's income and child's needs. **(2.4.12.C.7)**
- Discuss the physical and emotional impact of elective pregnancy termination. **(2.4.12.C.4)**
- Identify and describe various sexually transmitted infections, their signs and symptoms, prevention and treatment options. **(2.4.12.B.3)**

- Analyze the pressures teens face and how it affects their decisions about sexual activity and prevention methods. **(2.4.12.B.3)**
- Evaluate how the media influences teens regarding sexual issues. **(2.4.12.B.3)**
- Assess contraception methods and how they can be used to prevent sexually transmitted infections. **(2.4.12.B.3)**
- Develop a presentation on a sexually transmitted infection and present that information to the class. **(2.4.12.B.5) (2.2.12.B.1)**
- Identify and describe the various forms of contraception. **(2.4.12.B.3)**
- Analyze the pressures teens face and how it affects their decisions about sexual activity and prevention methods. **(2.4.12.B.3)**
- Evaluate how the media influences teens regarding sexual issues. **(2.4.12.B.3)**
- Assess contraception methods and how they can be used to prevent sexually transmitted infections and unplanned pregnancy. **(2.4.12.B.3)**
- Identify and describe the various forms of opiates. **(2.3.12.B)**
- Analyze the pressures and challenges teens face and how they affect their decisions about drug use. **(2.3.12.B.3)**
- Identify the difficulties and challenges drug use can cause on a person, as well as their family and friends. **(2.3.12.C.3)**
- Analyze the effectiveness of strategies to remain drug free and/or stop using drugs. **(2.3.12.C.2)**
- Participate in the “Not Even Once” program provided by the local police and guest speakers. **(2.3.12.B) (2.3.12.C)**

Rules and Behavior:

1. Enter the classroom and be in assigned seat before the bell rings (3 lates = a detention).
2. Must have your health notebook (with a folder) and pen/pencil every day.
3. All work is due on the assigned date (late work will be penalized).
4. If you are absent, you have 1 week to make up the missed work.
5. If you are caught cutting class or sleeping, missed work cannot be made up (ZERO).
6. Cheating will not be tolerated and is an Honor Code Violation. Grade will result in a ZERO.
7. Be respectful of yourself, classmates and the teacher.
8. Cell phones can only be used for EDUCATIONAL purposes at the teacher’s discretion. If a student has their phone out without teacher permission, disciplinary actions will be taken as per district policy.

Grading:

A final Marking Period grade will be as follows:

- a) Classwork/Participation – 20%
 - b) Projects/Notebook - 30%
 - c) Tests - 30%
 - d) Quizzes – 20%
-

Black Horse Pike Regional School District Curriculum

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course Title: Health 4</p> <p>Unit Title: Sexuality and Relationships</p>	<p>Unit Summary: The sexuality and relationships unit will provide students with information on what a healthy relationship is and how to develop mutual respect. It will also discuss how relationships can change over time, such as friendships, family and dating relationships. Students will identify prevention and intervention strategies for dating/domestic violence, as well as, human trafficking. This unit will also describe the role technology plays on relationships. Students will compare and contrast attitudes and beliefs about gender identity, sexual orientation and gender equity. They will be encouraged to analyze research about abstinence and sexual activity and apply that information to support a healthy lifestyle.</p>
<p>Grade Level(s): 12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How do we learn to understand and respect diversity in relationships? 2. How do we know when a relationship is not worth saving? 3. What determines a person's sexual orientation? 4. How do I make the "right" decisions in the face of peer, media and other pressures? 5. How do you know when the time is right for you to become sexually active? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships. 2. Reliable personal and professional resources are available to assist with relationship problems. 3. There are many additional challenges that confront those who are not heterosexual. 4. Decision-making can be affected by a variety of influences that may not be in a person's best interest. 5. External pressures and opportunities that present themselves may influence a person to become sexually active.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Unit Learning Targets

Students will...

- Develop strategies to address domestic or dating violence, human trafficking, and identify unhealthy relationships. **(2.4.12.A.5) (2.2.12.C.2)**
- Analyze how technology impacts relationships both positively and negatively. **(2.4.12.A.6)**
- Differentiate between a healthy and an unhealthy relationship, including friendship. **(2.4.12.A.3)**

- Compare and contrast today's relationships with past generations. **(2.4.12.A.2) (2.4.12.A.4)**
- Evaluate how the media influences teens regarding sexual issues. **(2.4.12.B.3)**
- Investigate current and emerging topics related to sexual orientation and gender identity. **(2.4.12.B.4)**
- Analyze the pressures teens face and how it affects their decisions about sexual activity. **(2.4.12.B.3)**

Related Standards:

Standard 2.1.12: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Standard 2.2.12: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Standard 2.4.12: All students will acquire knowledge about the physical, emotional and social aspects of human relationships and sexuality and apply these concepts to support a healthy active lifestyle.

Related Content Statements for Standard 2.1

- Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.

Related Content Statements for Standard 2.2

- Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion and/or culture.
- Technology increases the capacity of individuals to communicate in multiple and diverse ways.

Related Content Statements for Standard 2.4

- The decision to become sexually active affects one's physical, social and emotional health.
- Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.
- Technology impacts the capacity of individuals to develop and maintain interpersonal relationships.
- Responsible actions regarding sexual behavior impact the health of oneself and others.
- Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.D.2	Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
2.2.12.B.1	Predict the short and long-term consequences of good and poor decision-making on oneself, friends, family and others.
2.4.12.A.2	Compare and contrast the current and historical role of life commitments, such as marriage.
2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

2.4.12.A.5	Determine effective prevention and intervention strategies to address dating or domestic violence (e.g., rules of consent, warning signs of dating violence).
2.4.12.A.6	Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.
2.4.12.B.4	Compare and contrast attitudes and beliefs about gender identity, sexual orientation and equity across cultures.

Interdisciplinary Connections:

LA.W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LA.W.11-12.6 - Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SCI.9-12.5.3.12- All students will understand that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth. Order in natural systems arises in accordance with rules that govern the physical world, and the order of natural systems can be modeled and predicted through the use of mathematics.

TECH.8.1.12 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

CRP 4: Communicate clearly and effectively and with reason.

CRP7: Employ valid and reliable research strategies.

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

CRP11: Use technology to enhance productivity.

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

Students will engage with the following text:

- *Glencoe Human Sexuality* (2007)

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 complete writing assignments related to the specific health content.
- Students will write a summary and opinion on a current event article relating to the health topic.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Students will be engaged in PowerPoint presentations, worksheets, videos and class discussions on relationships and sexuality.

Content:

Relationships

- Friendships
- Dating Relationships
- Technology and relationships
- Now and then: Differences between current and past generations re: relationships, dating and marriage

Dating Violence

- Date Rape
- Sexual Assault
- Sexual Harassment/Bullying
- Human Trafficking

Sexuality

- Gender and sexuality
 - Sexual orientation
 - Stereotypes
 - Gender identity
 - Attraction
 - Gender Expression
 - Anatomical Sex
 - Transgender

Materials and supplies:

*Link to materials in Team Drive

Google slide presentations

- Relationships
- Gender and sexuality
- Dating/domestic violence
- Human trafficking

Worksheets (based on Glencoe *Human Sexuality* and The Gender Unicorn)

Videos/Resources

- *Reviving Ophelia*
- *A Girl Like Me*

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:

Quiz: Dating Violence

- Compare/contrast the various forms of dating violence and harassment.

Accommodations/Modifications:

- Guided notes
- Shortened assignments
- Quizzes with modified questions and answer selection

Summative Assessments:

Benchmark on relationships, sexuality and dating violence that will include various multiple choice, true/false, short answer and matching questions.

Accommodations/Modifications:

- Benchmarks with modified questions and answer selection
- Word banks

Performance Assessments:

- Classwork assignments
- Projects on relationships, sexuality or dating violence

Accommodations/Modifications:

- Shorten the length of assignments
- Modified requirements for projects

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course Title: Health 4</p> <p>Unit Title: The Reproductive Systems</p>	<p>Unit Summary: The reproductive systems unit will review the structure and function of both the male and female reproductive systems in relation to menstruation and reproduction. It will discuss the importance of understanding how our body's work in order for early detection and disease prevention for certain reproductive illnesses.</p>
<p>Grade Level(s): 12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is the importance of reviewing the anatomy and physiology of the male and female reproductive systems and their role in conception? 2. How can certain illnesses affect the reproductive systems? 3. What role does the menstrual cycle play in the reproductive process? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Reviewing the structure and function of the male and female reproductive systems is critical in understanding how our bodies work and can also aid in disease prevention. 2. Being aware of problems associated with the reproductive organs can aid in early detection of disease and illness. 3. Learning about the menstrual cycle and its phases can explain how the reproductive process works.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Unit Learning Targets

Students will...

- Recall information regarding the structure and function of the male and female reproductive systems. **(2.4.12)**
- Apply awareness of the body in disease prevention by having the knowledge and ability to perform self-exams, as well as information on the importance of physical exams. **(2.4.12.B.5)**
- Identify and describe the process of the menstrual cycle and explain how it relates to the reproductive process. **(2.4.12)**

Related Standards:

Standard 2.2.12: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Standard 2.4.12: All students will acquire knowledge about the physical, emotional and social aspects of human relationships and sexuality and apply these concepts to support a healthy active lifestyle.

Related Content Statements for Standard 2.4

- The decision to become sexually active affects one's physical, social and emotional health.

- Responsible actions regarding sexual behavior impact the health of oneself and others.
- Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.
- Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.

CPI #	Cumulative Progress Indicator (CPI)
2.4.12.B.5	Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, pap smear, HPV vaccine)

Interdisciplinary Connections:

LA.W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LA.W.11-12.6 - Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SCI.9-12.5.3.12- All students will understand that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth. Order in natural systems arises in accordance with rules that govern the physical world, and the order of natural systems can be modeled and predicted through the use of mathematics.

TECH.8.1.12 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

CRP 4: Communicate clearly and effectively and with reason.

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

CRP11: Use technology to enhance productivity.

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

Students will engage with the following text:

- Glencoe *Human Sexuality* (2007)

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 complete writing assignments related to the specific health content.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Students will be engaged in PowerPoint presentations, worksheets, videos and class discussions on the male and female reproductive systems, as well as the menstrual cycle.

Content:

Male Reproductive System

- Review of internal/external organs
 - Path of sperm
- Problems Associated with the Male Reproductive System
 - Testicular and Prostate Cancer

Female Reproductive System

- Review of internal/external organs
- Menstrual Cycle
- Problems Associated with the Female Reproductive System
 - Cervical, Ovarian, Uterine and Breast Cancer
 - Endometriosis

Menstrual Cycle

- Phases of the menstrual cycle
 - Ovulation
 - Menstruation
 - Define menopause
- Fertilization

Materials and supplies:

*Link to materials in Team Drive

Google slide presentations

- Male Reproductive System Function and Health Related Issues
- Female Reproductive System Function and Health Related Issues
- Menstrual Cycle

Worksheets (based on Glencoe *Human Sexuality*)

Videos

- *The Miracle of Life*

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:

Quiz: Male Reproductive System and Female Reproductive System

- Identify health issues related to the male and female reproductive system.

Quiz: Menstrual Cycle

- Identify various terminologies associated with the menstrual cycle.

Accommodations/Modifications:

- Guided notes
- Shortened assignments
- Quizzes with modified questions and answer selection

Summative Assessments:

Benchmark on the health of the Male and Female Reproductive systems, as well as the menstrual cycle, that will include various multiple choice, true/false, short answer and matching questions.

Accommodations/Modifications:

- Benchmarks with modified questions and answer selection
- Word banks

Performance Assessments:

- Classwork assignments
- Projects on reproductive systems and menstrual cycles

Accommodations/Modifications:

- Shorten the length of assignments
- Modified requirements for projects

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course Title: Health 4</p> <p>Unit Title: Pregnancy, Labor and Parenting</p>	<p>Unit Summary: The pregnancy and labor unit will define fertilization and conception. It will describe fetal development from fertilization to birth and complications that may occur during that time. Examples of good prenatal care will be discussed as well as what can be detrimental to a fetus, such as drugs and alcohol. The unit will also explain the process and stages of labor. Students will identify, discuss and research external factors that can make raising a child difficult (i.e., money) and understand the commitment it takes to raise a child.</p>
<p>Grade Level(s): 12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How do you know when you are ready to have a child? 2. Why is prenatal care important? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Raising a child requires physical, economic, emotional, social and intellectual commitment. 2. Prenatal care has a direct impact on the delivery and long-term health of the child.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Unit Learning Targets

Students will...

- Describe the development of a fetus from fertilization to birth. **(2.4.12.C.1)**
- Explain several aspects of good prenatal care. **(2.4.12.C.2)**
- Investigate the relationship between prenatal exposure to alcohol, tobacco and other drugs and the incidence of fetal alcohol syndrome, low birth weight and disabilities. **(2.4.12.C.2)**
- Identify the stages and process of labor. **(2.4.12)**
- Analyze and research the costs associated with raising a child. **(2.4.12.C.7)**
- Prepare a financial budget in accordance with the student's income and child's needs. **(2.4.12.C.7)**
- Demonstrate responsibility by taking care of a "baby" for a period of time. **(2.4.12.C.7)**
- Discuss the physical and emotional impact of elective pregnancy termination. **(2.4.12.C.4)**

Related Standards:

Standard 2.2.12: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Standard 2.3.12: All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle.

Standard 2.4.12: All students will acquire knowledge about the physical, emotional and social aspects of human relationships and sexuality and apply these concepts to support a healthy active lifestyle.

Related Content Statements for Standard 2.3

- There are immediate and long-term consequences of risky behavior.

Related Content Statements for Standard 2.4

- The decision to become sexually active affects one’s physical, social and emotional health.
- Pregnancy, childbirth and parenthood are significant events that cause numerous changes in one’s life and the lives of others.
- Responsible actions regarding sexual behavior impact the health of oneself and others.
- Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.

CPI #	Cumulative Progress Indicator (CPI)
2.4.12.C.1	Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.
2.4.12.C.2	Analyze the relationship of an individual’s lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth and other disabilities.
2.4.12.C.3	Evaluate the methods and resources available to confirm pregnancy.
2.4.12.C.4	Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.
2.4.12.C.5	Evaluate parenting strategies used at various stages of child development based on valid sources of information.
2.4.12.C.6	Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion and parenting.
2.4.12.C.7	Analyze factors that affect the decision to become a parent.

Interdisciplinary Connections:

LA.W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LA.W.11-12.6 - Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SCI.9-12.5.3.12- All students will understand that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth. Order in natural systems arises in accordance with rules that govern the physical world, and the order of natural systems can be modeled and predicted through the use of mathematics.

TECH.8.1.12 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

CRP 3: Attend to personal health and financial well-being.

CRP 4: Communicate clearly and effectively and with reason.

CRP7: Employ valid and reliable research strategies.

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

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

CRP11: Use technology to enhance productivity.

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

Students will engage with the following text:

- Glencoe *Human Sexuality* (2007)

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 complete writing assignments related to the specific health content.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS**DESCRIBE THE LEARNING EXPERIENCE.****How will students uncover content and build skills?**

Students will be engaged in PowerPoint presentations, worksheets, videos and class discussions on the topic of pregnancy, labor and parenting.

Content:

Pregnancy

- Pregnancy tests
 - Blood
 - Urine
- Fetal development
- Twins
 - Fraternal
 - Identical
- Prenatal Care
- Effects of alcohol, tobacco and drugs on fetal development
 - Fetal Alcohol Syndrome
 - Sudden Infant Death Syndrome
 - Low birth weight
 - Premature birth
- Alternative ways to have a child
 - Artificial insemination
 - In-vitro fertilization
 - Adoption
 - Surrogacy
- Elective pregnancy termination
 - Abortion

Labor

- Dilation Stage
 - Dilation
 - Contractions
- Expulsion Stage

- Crowning
- Placental Stage
 - Afterbirth
- Complications
 - Breech birth
 - Caesarean birth

Parenting

- Time
 - Baby project
- Cost
 - Financial budget

Materials and supplies:

*Link to materials in Team Drive

Google slide presentations

- Pregnancy and Fetal Development
- Labor

Worksheets (based on Glencoe *Human Sexuality*)

Videos

- National Geographic's: *In the Womb*
- Lifetime's: *Mom at Sixteen*
- Lifetime's: *Too Young to be a Dad*

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:

Quiz: Pregnancy

- Define various terms associated with pregnancy.

Quiz: Labor

- Identify the stages of labor and terms associated with them.



Accommodations/Modifications:

- Guided notes
- Shortened assignments
- Quizzes with modified questions and answer selection

Summative Assessments:

Benchmark on Pregnancy and Labor, as well as alternative ways to have a child, which will include various multiple choice, true/false, short answer and matching questions.

Accommodations/Modifications:

- Benchmarks with modified questions and answer selection
- Word banks

Performance Assessments:

- Class work assignments
- Project on pregnancy and labor
- Develop a cost analysis on taking care of a child for one year. Students will research various items, including doctor and hospital fees, and compile a list of those items along with their prices.

Accommodations/Modifications:

- Shorten the length of assignments
- Modified requirements for projects

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course Title: Health 4</p> <p>Unit Title: Sexually Transmitted Infections and Contraception</p>	<p>Unit Summary: This unit will discuss a variety of sexually transmitted infections (including HIV/AIDS), their signs and symptoms, and how they can be treated and prevented. Prevention methods include abstinence and various forms of contraception. This unit will encourage students to analyze research about abstinence, sexual activity and contraception and apply that information to support a healthy lifestyle.</p>
<p>Grade Level(s): 12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How do you know when the time is right for you to become sexually active? 2. Why does the United States have such a high incidence of sexually transmitted infections? 3. How do I make the “right” decisions in the face of peer, media and other pressures? 4. How will providing information on contraception help in the decision-making process when dealing with sexual activity? 5. To what extent can keep ourselves disease free? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. External pressures and opportunities that present themselves may influence a person to become sexually active. 2. Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process. 3. Decision-making can be affected by a variety of influences that may not be in a person’s best interest. 4. Making good health decisions requires the ability to access and evaluate reliable resources. 5. Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Unit Learning Targets

Students will...

- Identify and describe various sexually transmitted infections, their signs and symptoms, prevention and treatment options. **(2.4.12.B.3)**
- Analyze the pressures teens face and how it affects their decisions about sexual activity and prevention methods. **(2.4.12.B.3)**
- Evaluate how the media influences teens regarding sexual issues. **(2.4.12.B.3)**
- Develop a presentation on a sexually transmitted infection and present that information to the class. **(2.4.12.B.5) (2.2.12.B.1)**
- Identify and describe the various forms of contraception. **(2.4.12.B.3)**

- Assess contraception methods and how they can be used to prevent sexually transmitted infections and unplanned pregnancy. **(2.4.12.B.3)**

Related Standards:

Standard 2.1.12: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Standard 2.2.12: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Standard 2.4.12: All students will acquire knowledge about the physical, emotional and social aspects of human relationships and sexuality and apply these concepts to support a healthy active lifestyle.

Related Content Statements for Standard 2.4

- The decision to become sexually active affects one’s physical, social and emotional health.
- Responsible actions regarding sexual behavior impact the health of oneself and others.
- Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.
- Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.
- Personal health is impacted by family, community, national and international efforts to prevent and control diseases and health conditions.

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
2.4.12.B.1	Predict the short and long-term consequences of good and poor decision-making on oneself, friends, family and others.
2.4.12.B.1	Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.
2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data.
2.4.12.B.3	Analyze factors that influence the choice, use and effectiveness of contraception, including risk reduction and risk-elimination strategies.
2.4.12.B.5	Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, pap smear, HPV vaccine)

Interdisciplinary Connections:

LA.W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LA.W.11-12.6 - Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SCI.9-12.5.3.12- All students will understand that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth. Order in natural systems

arises in accordance with rules that govern the physical world, and the order of natural systems can be modeled and predicted through the use of mathematics.

TECH.8.1.12 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

CRP1. Act as a responsible and contributing citizen and employee.

CRP 4: Communicate clearly and effectively and with reason.

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

CRP7: Employ valid and reliable research strategies.

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

CRP11: Use technology to enhance productivity.

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

Students will engage with the following text:

- Glencoe *Human Sexuality* (2007)

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 complete writing assignments related to the specific health content.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Students will be engaged in PowerPoint presentations, worksheets, videos and class discussions on various types of sexually transmitted infections, their signs and symptoms, and how they can be treated and prevented (contraception).

Content:

Bacterial Sexually Transmitted Infections

- Chlamydia
- Gonorrhea
- Syphilis
- Bacterial Infections

Viral Sexually Transmitted Infections

- HIV/AIDS
- HPV and genital warts
- Genital herpes
- Hepatitis

Parasitic and Fungal Sexually Transmitted Infections

- Pubic Lice
- Yeast Infections

Barrier Contraception

- Male Condom
- Female Condom
- Dental Dam
- Diaphragm
- Cervical Cap
- Sponge

Hormonal Contraception

- Birth control pill
- Mini pill
- Implanon
- Depo Provera
- IUD
- Spermicide
- Patch
- Ring
- Emergency Contraception (Plan B)

Natural Contraception

- Abstinence
- Calendar Method
- Withdrawal

Sterilization

- Tubal Ligation
- Vasectomy

Materials and supplies:

*Link to materials in Team Drive

Google slide presentations

- Bacterial STIs
- Viral STIs
 - HIV/AIDS
- Parasitic/Fungal STIs
- Barrier Methods
- Hormonal Methods
- Natural Methods

Worksheets (can be based on the notes and textbook Glencoe *Human Sexuality*)

Videos

- *Lifetime's: Girl; Positive*
- *Lifetime's: She's Too Young*
- *Teen Files: The Truth About Sex*
- *Bedsider.org*

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:

Quiz: Bacterial STIs

- Identify the sexually transmitted infections caused by bacteria.

Quiz: Viral STIs and HIV/AIDS

- Identify the sexually transmitted infections caused by viruses.

Quiz: Barrier Contraceptives

- Identify the various forms of barrier methods of contraception.

Quiz: Hormonal Contraceptives

- Identify the various forms of contraception that use chemicals or hormones.

Accommodations/Modifications:

- Guided notes
- Shortened assignments
- Quizzes with modified questions and answer selection

Summative Assessments:

Benchmark on all types of sexually transmitted infections, including HIV and AIDS, and contraception that will include various multiple choice, true/false, short answer and matching questions.

Develop 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:

- Benchmarks with modified questions and answer selection
- Word banks

Performance Assessments:

- Class work assignments
- Projects on methods of contraception

Accommodations/Modifications:

- Shorten the length of assignments
- Modified requirements for projects

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course Title: Health 4</p> <p>Unit Title: Opiates and Addiction</p>	<p>Unit Summary: This unit will discuss opiate use in the form of prescription opioids and heroin. Students will be encouraged to analyze research about opiate use and addiction and apply that information to support a healthy lifestyle.</p>
<p>Grade Level(s): 12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How do I make the “right” decisions in the face of peer, media and other pressures/challenges as they relate to drug use? 2. How will providing information on opiates help in the decision-making process? 3. How can keep ourselves free from drug use and addiction? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Decision-making can be affected by a variety of influences that may not be in a person’s best interest. 2. Making good health decisions requires the ability to access and evaluate reliable resources. 3. Current addiction prevention and treatment strategies can help people live healthier and longer than ever before but requires a strong commitment, and typically, outside intervention.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Unit Learning Targets

Students will...

- Identify and describe the various forms of opiates. **(2.3.12.B)**
- Analyze the pressures and challenges teens face and how they affect their decisions about drug use. **(2.3.12.B.3)**
- Identify the difficulties and challenges drug use can cause on a person, as well as their family and friends. **(2.3.12.C.3)**
- Analyze the effectiveness of strategies to remain drug free and/or stop using drugs. **(2.3.12.C.2)**
- Participate in the “Not Even Once” program provided by the local police and guest speakers. **(2.3.12.B) (2.3.12.C)**

Related Standards:

Standard 2.2.12: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Standard 2.3.12: All students will acquire knowledge about alcohol, tobacco, and other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Related Content Statements for Standard 2.3

- There are immediate and long-term consequences of risky behavior associated with substance

abuse.

- 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.
- Substance abuse impacts individuals from all cultural and socioeconomic backgrounds.

CPI #	Cumulative Progress Indicator (CPI)
2.3.12.B.3	Debate the various legal and financial consequences with the use, sale, and possession of illegal substances.
2.3.12.B.4	Correlate the use of alcohol and other drugs with incidence of date rape, sexual assault, STIs, and unintended pregnancy.
2.3.12.B.5	Relate injection drug use to the incidence of diseases such as HIV/AIDS and hepatitis.
2.3.12.C.1	Correlate duration of drug abuse to the incidence of drug-related injury and death.
2.4.12.C.2	Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.
2.3.12.C.3	Analyze the societal impact of substance abuse on the individual, family, and community.

Interdisciplinary Connections:

LA.W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LA.W.11-12.6 - Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SCI.9-12.5.3.12- All students will understand that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth. Order in natural systems arises in accordance with rules that govern the physical world, and the order of natural systems can be modeled and predicted through the use of mathematics.

TECH.8.1.12 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

CRP 4: Communicate clearly and effectively and with reason.

CRP7: Employ valid and reliable research strategies.

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

CRP11: Use technology to enhance productivity.

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

Students will engage with the following text:

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 complete writing assignments related to the specific health content.
- Students will write a summary and opinion on a current event article relating to the health topic.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Students will be engaged in PowerPoint presentations, worksheets, videos, class discussions, and guest speakers on opiate use and addiction.

Content:

Opiates

- Prescription
- Synthetic
- Heroin

Addiction

- Physical effects
- Financial effects
- Effect on relationships

Treatment

- How and where to get treatment
- Positive effects of sobriety

Videos/Resources

- “*Not Even Once*” presentation by the local police department and guest speakers

Materials and supplies:

*Link to materials in Team Drive

Google slide presentations

- Opiates
 - Types
 - Addiction
 - Treatment

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:

Homework and classwork to check for understanding of material.



Accommodations/Modifications:

-Guided notes

- Shortened assignments
- Quizzes with modified questions and answer selection

Summative Assessments:

Benchmark on opiate use and addiction that will include various multiple choice, true/false, short answer and matching questions.

Accommodations/Modifications:

- Benchmarks with modified questions and answer selection
- Word banks

Performance Assessments:

- Classwork assignments
- Projects on opioids and addiction

Accommodations/Modifications:

- Shorten the length of assignments
- Modified requirements for projects