

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 also learn skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted infections, HIV/AIDS, and unintended pregnancy.

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 decision 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 decision 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 decision 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)**

Rules and Behavior:

1. Enter the classroom and be in assigned seat before the bell rings.
2. Must have your health notebook (with a folder) and pen/pencil every day.
3. Attendance will be recorded daily.
 - a) 2 days of unexcused absences= Excessive absence note sent home
 - b) 5 days of unexcused absences= Notice of No-Credit sent home
4. All work is due on the assigned date (late work will be penalized).
5. If you are absent, you have 1 week to make up the missed work.
6. If you are caught cutting class or sleeping, missed work cannot be made up (ZERO).
7. Cheating will not be tolerated and will result in a ZERO.
8. Be respectful of yourself, classmates and the teacher.
9. Cell phones can only be used for EDUCATIONAL purposes at the teacher's discretion.

Grading:

A final Marking Period grade will be as follows:

- a) Classwork/Participation – 20%
 - b) Project/Reports - 20%
 - c) Notebook - 20%
 - d) Tests - 20%
 - e) Quizzes – 20%
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Black Horse Pike Regional School District Curriculum Template

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

Course Name: Health 12

Course Number: 000401

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Health 4 Unit 1- 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 in 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 and gender identity? 4. How do I make the "right" decisions about relationships and sex 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 or identify with a gender opposite of their anatomical sex. 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 New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
1. Differentiate between a healthy and an unhealthy relationship, including friendship.	1. 2.4.12.A.3 2. 2.4.12.A.6
2. Analyze how technology impacts relationships both positively and negatively.	
3. Develop strategies to address domestic or dating violence, human trafficking, and identify unhealthy relationships.	3. 2.4.12.A.5, 2.2.12.C.2
4. Compare and contrast today's relationships with past generations.	4. 2.4.12.A.2, 2.4.12.A.4
5. Evaluate how the media influences teens regarding sexual issues.	5. 2.4.12.B.3
6. Investigate current and emerging topics related to sexual orientation and gender identity.	6. 2.4.12.B.4
7. Analyze the pressures teens face and how it affects their decision about sexual activity.	7. 2.4.12.B.3

Inter-Disciplinary Connections:

LA 3.2: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

LA 3.3: All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

LA 3.4: All students will listen actively to information from a variety of sources in a variety of situations.

LA 3.5: All students will access, view, evaluate, and respond to print, non-print and electronic texts and resources.

SCI 5.3: 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.

TEC 8.1: 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.

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 Google slide presentations, worksheets, videos and class discussions on relationships and sexuality.

Materials and supplies:

Google slide presentations

Relationships

Gender and sexuality

Gender box activity

Why Teens have sex/wait to have sex

Dating/domestic violence

Human trafficking

Worksheets (based on Glencoe Human Sexuality and The Genderbread Man)

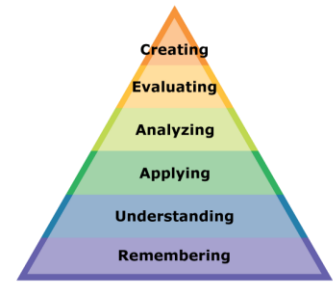
Videos/Resources

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:

Class participation
Homework and classwork assignments
Exit tickets
Quiz: Dating Violence
Compare/contrast the various forms of dating violence and harassment through class discussion

Accommodations/Modifications:

Reduce the number of questions
Extended time
Re-test if needed
Verbal test/quizzes if needed

Summative Assessments:

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

Accommodations/Modifications:

Reduce the number of questions
Extended time
Re-test if needed
Verbal test/quizzes if needed

Performance Assessments:

Group discussion
Brainstorming with groups during Gender Role activity
Projects

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Accommodations/Modifications:

Reduce the number of questions

Extended time

Verbal and written directions

Black Horse Pike Regional School District Curriculum Template

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

Course Name: Health 12

Course Number: 000401

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Health 4 Unit 2-Pregnancy, Labor and Parenting	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.
Grade Level(s): 12	
Essential Question(s): 1. What is the importance of reviewing the anatomy and physiology of the male and female reproductive systems and their role in conception? 2. Why is it important to know preventative health measures in regards to the reproductive systems and conception? 3. Why is it important to know the physiological component of fetal development? 4. Why is prenatal care important? 5. How do you know when you are ready to have a child?	Enduring Understanding(s): 1. Reviewing the structure and function of the male and female reproductive systems is critical in understanding how our bodies work in terms of conception and can also aid in disease prevention. 2. Being aware of preventative health measures you can take in regards to your reproductive system will allow you live a healthier life and give you the best opportunities when it comes to the decision to have children. 3. Knowing the components of fetal development allows for a healthy pregnancy and birthing process. 4. Prenatal care has a direct impact on the delivery and long-term health of the child. 5. Raising a child requires physical, economic, emotional, social and intellectual commitment.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

Learning Target	NJSLS:
1. Recall information regarding the structure and function of the male and female reproductive systems regarding their role in conception.	1. (2.4.12)
2. Identify preventative care options to help ensure good reproductive health.	2. (2.1.12.A.CS1), (2.1.12.C.1)
3. Explain several aspects of good prenatal care.	3. (2.4.12.C.2)
4. Describe the development of a fetus from fertilization to birth.	4. (2.4.12.C.1)
5. Investigate the relationship between prenatal exposure to alcohol, tobacco and other drugs and the incidence of fetal alcohol syndrome, low birth weight and disabilities.	5. (2.4.12.C.2)
6. Identify the stages and process of labor.	6. (2.4.12)
7. Analyze and research the costs associated with raising a child.	7. (2.4.12.C.7)
8. Prepare a financial budget in accordance with the student’s income and child’s needs.	8. (2.4.12.C.7)
9. Discuss the physical and emotional impact of elective pregnancy termination.	9. (2.4.12.C.4)

Inter-Disciplinary Connections:

<p>LA 3.2: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.</p>
<p>LA 3.3: All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.</p>
<p>LA 3.4: All students will listen actively to information from a variety of sources in a variety of situations.</p>
<p>LA 3.5: All students will access, view, evaluate, and respond to print, nonprint and electronic texts and resources.</p>
<p>SCI 5.3: 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.</p>
<p>TEC 8.1: 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.</p>

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 Google slide presentations, worksheets, videos and class discussions on the topic of pregnancy, labor and parenting.

Materials and supplies:

Google slide presentations

Male Reproductive System and Health Related Issues

Female Reproductive System and Health Related Issues

Menstrual Cycle

Pregnancy and Fetal Development

Labor

Time sheet (to demonstrate time and commitment when having a child)

Worksheets (based on Glencoe Human Sexuality)

Videos

The Miracle of Life

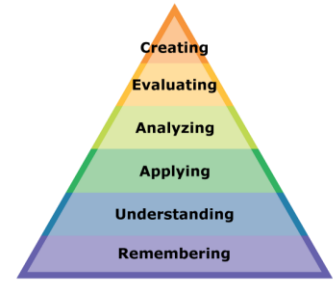
National Geographic’s: In the Womb

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:

Class participation
Homework
Classwork assignments
Exit tickets
Quiz: Pregnancy
Define various terms associated with pregnancy.
Quiz: Labor
Identify the stages of labor and terms associated with them.

Accommodations/Modifications:

Reduce the number of questions
Extended time
Re-test if needed
Verbal test/quizzes if needed

Summative Assessments:

Test 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:

Reduce the number of questions
Extended time
Re-test if needed
Verbal test/quizzes if needed

Performance Assessments:

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.

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Accommodations/Modifications:

Reduce the number of items or length of time

Extended time

Verbal and written directions if needed

Black Horse Pike Regional School District Curriculum Template

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

Course Name: Health 12

Course Number: 000401

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Health 4 Unit 3 -Sexually Transmitted Infections</p>	<p>Unit Summary: This unit will discuss a variety of sexually transmitted infections (including HIV/AIDS), 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 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 we know we may have an STI and how do we identify it specifically? 	<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. Learning about the signs and symptoms of various sexually transmitted infections will help a person to identify and seek treatment.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

<p>Learning Target</p> <ol style="list-style-type: none"> 1. Identify and describe various sexually transmitted infections, their signs and symptoms, prevention and treatment options. 2. Analyze the pressures teens face and how it affects their decision about sexual activity and prevention methods. 3. Evaluate how the media influences teens regarding sexual issues. 4. Assess contraception methods and how they can be used to prevent sexually transmitted infections. 5. Develop a presentation on a sexually transmitted infection and present that information to the class. 	<p>NJSLS:</p> <ol style="list-style-type: none"> 1. (2.4.12.B.3) 2. (2.4.12.B.3) 3. (2.4.12.B.3) 4. (2.4.12.B.3) 5. (2.4.12.B.5)
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Inter-Disciplinary Connections:

LA 3.2: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

LA 3.3: All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

LA 3.4: All students will listen actively to information from a variety of sources in a variety of situations.

LA 3.5: All students will access, view, evaluate, and respond to print, nonprint and electronic texts and resources.

SCI 5.3: 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.

TEC 8.1: 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.

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 Google slide 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.

- **Materials and supplies:**
 - Google slide presentations
 - Bacterial STIs
 - Viral STIs

HIV/AIDS

Parasitic/Fungal STIs

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

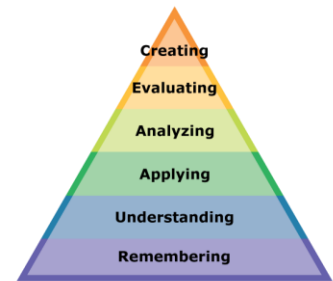
Videos

Lifetime's: Girl; Positive

Lifetime's: She's Too Young

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:

Class participation

Homework and classwork assignments

Exit tickets

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.

Accommodations/Modifications:

Reduce the number of questions

Extended time

Re-test if needed

Verbal test/quizzes if needed

Summative Assessments:

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

Accommodations/Modifications:

Reduce the number of questions
Extended time
Re-test if needed
Verbal test/quizzes if needed

Performance Assessments:

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 (PowerPoint presentation/Google Slide presentation, brochure project)

Accommodations/Modifications:

Reduce the number of requirements
Extended time
Verbal and written directions

Black Horse Pike Regional School District Curriculum Template

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

Course Name: Health 12

Course Number: 000401

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Health 4 Unit 4-Contraception	Unit Summary: This unit will discuss various forms of contraception as well as abstinence. Students will be encouraged to analyze research about abstinence, sexual activity and contraception and apply that information to support a healthy lifestyle.
Grade Level(s): 12	
Essential Question(s): 1. How do I make the “right” decisions about sexual activity and contraception in the face of peer, media and other pressures? 2. How will providing information on contraception help in the decision-making process when dealing with sexual activity? 3. To what extent can we keep ourselves disease free?	Enduring Understanding(s): 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 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 New Jersey Student Learning Standards that are applicable

Learning Target 1. Identify and describe the various forms of contraception. 2. Analyze the pressures teens face and how it affects their decision about sexual activity and prevention methods. 3. Evaluate how the media influences teens regarding sexual issues. 4. Assess contraception methods and how they can be used to prevent sexually transmitted infections and unplanned pregnancy.	NJSLS: 1. (2.4.12.B.3) 2. (2.4.12.B.3) 3. (2.4.12.B.3) 4. (2.4.12.B.3)
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Inter-Disciplinary Connections:

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TEC 8.1: 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.

Students will engage with the following text:

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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 Google slide presentations, worksheets, videos and class discussions on various forms of contraception.

- **Materials and supplies:**

- Google slide presentations

- Barrier Methods

- Chemical Methods

- Natural Methods

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

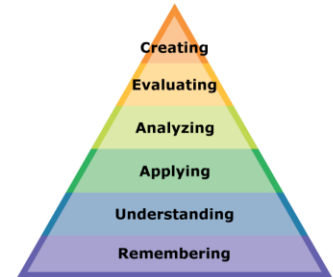
Videos/Resources

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:

Class participation

Homework and classwork assignments

Exit tickets

Quiz: Barrier Contraceptives

Identify the various forms of barrier methods of contraception.

Quiz: Chemical Contraceptives

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

Accommodations/Modifications:

Reduce the number of questions

Extended time

Re-test if needed

Verbal test/quizzes if needed

Summative Assessments:

Test on all forms of contraception, including abstinence, that will include various multiple choice, true/false, short answer and matching questions.

Accommodations/Modifications:

Reduce the number of questions

Extended time

Re-test if needed

Verbal test/quizzes if needed

[Type here]

Performance Assessments:

PowerPoint, Google slide or other type of web-based presentation, Brochure project

Accommodations/Modifications:

Reduce the number of requirements

Extended time

Verbal and written directions