



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, to ensure their full participation in an ever-changing world as responsible, self-directed, and civic-minded citizens.*

<b>Course Title:</b>	Health 10
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<b>Grade Level(s):</b>	10
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<b>Duration:</b>	<i>Full Year:</i>		<i>Semester:</i>		<i>Marking Period:</i>	<b>x</b>
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<b>Course Description:</b>	<p>This course is required for all tenth-grade students and must be successfully completed for high school graduation. This curriculum is designed to provide the student with a foundation of information for making healthy lifestyle choices; how each choice they make leads to consequences; and how those consequences affect their life today and in the future. The core topics of this abstinence-based course include communication skills, character development, self-esteem, relationships, choosing abstinence, dating sexual abuse, sexual harassment, reproductive systems, sexually transmitted infections contraceptive methods, pregnancy, childbirth, and contemporary health issues.</p> <p>Parent Notification: There is a letter to parents/guardians of tenth-grade students informing them of the Human Growth and Development lessons that are about to take place. This will go home in advance of this unit of study.</p>
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<b>Grading Procedures:</b>	<p>Summative (40%) – Final Exam, Assessments, Tests</p> <p>Formative (30%) – Projects, Presentations</p> <p>Supportive (30%) – Classwork, Homework, Preparation</p>
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<b>Primary Resources:</b>	<p>Goodheart – Willcox = “Comprehensive Health: 2<sup>nd</sup> Edition</p> <p><a href="http://www.g-onlinetextbooks.com">www.g-onlinetextbooks.com</a></p> <p>New Jersey Student Learning Standards</p>
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## Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

**Designed by:**

S. O'Neill  
B. McBrearty

**Under the Direction  
of:**

Dr. Steve Gregor; Kevin Murphy (8/2022)

**Written: January 2019**

**Revised: August 2022 (S. Knorr (Taraschi) & J. Tanski)**

**BOE Approval: \_\_\_\_\_**

**Unit Title: Self Esteem, Decision Making and Goal Setting**

**Unit Description:** *In this unit, students will identify their needs as it pertains to Maslow’s Hierarchy of needs from Physical Needs all the way up to Interpersonal Needs; Self Actualization. From there, they will take their idea of their “Best Personal Self” and begin the process of setting Social and Emotional Goals for the short and long term in effort to set them up to make proper decisions socially and emotionally to achieve those goals. 15.3 and 15.4 (Unit 6 in book)*

**Unit Duration:** 6 class periods

**Desired Results**

**Standard(s):**

**2.1 Personal and Mental Health:**

- **Personal Growth and Development**

*The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.*

- **Emotional Health**

*Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.*

**Indicators:**

**2.1.12.PGD.1:** Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social, and emotional life.

**2.1.12.PGD.2:** Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social, and emotional stages of early adulthood.

**2.1.12.EH.1:** Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

**Understandings:**

***Students will understand -***

...why it is important to establish short- and long-term goals.

...the physical needs that are necessary in effort to build toward one’s “Best Self”.

...what it takes to recognize how to build a low self- esteem or maintain a high self-esteem.

...how decisions that they make can and will directly affect their goals and/or their

**Essential Questions:**

- Why should you set goals?
- What is a short-term goal?
- What is a long-term goal?
- How do you describe yourself?
- What are your needs in effort to reach your best self?
- What does self-actualization look like to you?
- How can poor decisions effect your short- and long-term goals?
- How can good decisions effect your short- and long-term goals?

values.

### Assessment Evidence

#### Performance Tasks:

- Students will be able to describe what a high self-esteem vs. a low self-esteem looks like
- Students will be able to identify resources they can use in effort to increase low self-esteem or maintain high self-esteem
- Students will be able to identify factors that affect someone's self esteem
- Students will be able to summarize Maslow's Hierarchy of Human Needs
- Students will be able to recognize characteristics of people who are achieving Self Actualization
- Students will be able to give revise and create strategies for improving intellectual health

#### Other Evidence:

##### Formative

- Teacher
- Observation
- Daily Classwork
- Homework
- Notes

##### Summative

- Tests and Quizzes (Book Provided and/or Teacher Created)
- Projects

#### Benchmarks:

1. Unit 1 Assessment
2. Health 10 Final Exam

### Learning Plan

**Learning Activities:**

1. Class activities and discussions
2. Textbook 'Guided Notes' and worksheets
3. Teacher Generated worksheets
4. Note Taking
5. Small-Group Activities
6. Think – Pair – Share
7. Student Lead Brainstorming Activities
8. Review Games
  - a. Kahoot
  - b. Socrative

**Resources:**

1. Technology Resources Website Activities
2. Comprehensive Health by Goodheart – Willcox
3. Movies and/or Video Clips
4. PowerPoint
5. Guest Speakers
6. Current Events
7. Review Games
  - a. Kahoot – [www.kahoot.com](http://www.kahoot.com)
  - b. Socrative – [www.socrative.com](http://www.socrative.com)
  - c. Quizlet – [www.quizlet.com](http://www.quizlet.com)

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s):**

**2.1 Personal and Mental Health:**

- **Personal Growth and Development**

*The decisions one makes can influence an individual's growth and development in all dimensions of wellness.*

- **Emotional Health**

*Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.*

<b>4.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Create Public Service Announcements and its effects on the future</li> <li>• Actions and Consequences of Decision Making</li> </ul>
<b>3.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Compare, predict, and summarize the consequences of good and poor decision making as it relates to             <ul style="list-style-type: none"> <li>○ Goal Setting</li> <li>○ Friends, Family, Self</li> <li>○ Abstinence</li> <li>○ Core Ethical Values</li> <li>○ Education</li> <li>○ Use and Abuse of Alcohol and Drugs (Substance)</li> </ul> </li> </ul>
<b>2.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• List the steps used for effective decision making</li> <li>• List three characteristics of good decision making</li> <li>• Define goal setting</li> <li>• Differentiate between long- and short-term goals</li> <li>• Identify consequences of poor decisions</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	<p><i>Most Proficient Learners:</i></p> <ul style="list-style-type: none"> <li>- Would be assigned leadership roles in all group activity settings</li> <li>- Would be assigned outside research as it pertains to the unit             <ul style="list-style-type: none"> <li>○ Sources may include internet, additional text, video</li> </ul> </li> </ul>
<b>Struggling Learners</b>	<p><i>Proficient Learners:</i></p> <ul style="list-style-type: none"> <li>- Would locate the bolded headings/vocabulary in the sections</li> <li>- Explain that the bold face heads are what defines the Unit/Chapter by topic</li> </ul>
<b>English Language Learners</b>	<p><i>Less proficient Learners:</i></p> <ul style="list-style-type: none"> <li>- Would locate the bolded headings/vocabulary in the sections</li> <li>- Explain that the bold face heads are what defines the Unit/Chapter by topic</li> </ul>

<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p>
	<p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
Learners with a 504	<p><i>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</i></p>

<b>Interdisciplinary Connections</b>	
<p><b>Indicators:</b></p> <p><b>Technology</b> 8.1.8.A.1 8.1.12. B.1 8.1.4 D1, 3</p> <p><b>LAL</b> RI.CCR.11- 12.1 RI.CCR.11- 12.2 W.CCR 11-12.2 W.CCR 11-12.6 SLCCR 11-12.4 LSCCR 11-12.5 L CCR 11-12.1 L CCR 11-12.2 RST CCR 11- 12.1 RST CCR 11- 12.2 WHST 11-12.6 WHST 11-12.7 WHST 11-12.9</p> <p><b>Science</b> 5.4.12F1 5.3.12. A6 5.1.12.C1 5.1.12.C2 5.1.12.C3 5.1.12. D.1 5.1.12.D.2</p>	

<b>Integration of 21<sup>st</sup> Century Skills</b>	
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**Indicators:**

**CREATIVITY AND INNOVATION**

Use a wide range of idea creation techniques such as brainstorming.

Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

**CRITICAL THINKING AND PROBLEM SOLVING**

Analyze and evaluate major alternative points of view.

Reflect critically on learning experiences and processes.

Identify and ask significant questions that clarify various points of view and lead to better solutions.

**COMMUNICATION AND COLLABORATION**

Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

**INFORMATION LITERACY**

Use information accurately and creatively for the issue or problem at hand.

**MEDIA LITERACY**

Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media. ICT (Information, Communications and Technology)

**LITERACY**

Use technology as a tool to research, organize, evaluate and communicate information



### **FLEXIBILITY AND ADAPTABILITY**

Adapt to varied roles, jobs responsibilities, schedules and contexts. Work effectively in a climate of ambiguity and changing priorities. Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.

### **INITIATIVE AND SELF-DIRECTION**

Set goals with tangible and intangible success criteria. Balance tactical (short-term) and strategic (long-term) goals. Utilize time and manage workload efficiently. Monitor, define, prioritize, and complete tasks without direct oversight. Demonstrate commitment to learning as a lifelong process. Reflect critically on past experiences in order to inform future progress.

### **SOCIAL AND CROSS-CULTURAL SKILLS**

Know when it is appropriate to listen and when to speak. Conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. Respond open-mindedly to different ideas and values. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

### **PRODUCTIVITY AND ACCOUNTABILITY**

Set and meet goals, even in the face of obstacles and competing pressures.

### **LEADERSHIP AND RESPONSIBILITY**

Use interpersonal and problem-solving skills to influence and guide others toward a goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behavior in using influence and power. Act responsibly with the interests of the larger community in mind.

### **Unit Title: Communication / Relationships / Abuse**

**Unit Description:** *In this unit, students will learn the three most common ways that people tend to communicate; Passive, Aggressive, Assertive. They will be able to describe and recreate what those types of communicators look, and sound like in a dialogue setting. From there, they will move into how communication can create several types of relationships ranging from acquaintances, friendships, and intimate. They will discuss the characteristics and importance that each type of relationship plays into their lives. On the contrary, with every positive in a relationship comes a negative aspect that needs to be discussed. We will discuss the three types of abuse – Verbal, Emotional, and Physical – and what they look like and why they're important to identify in effort to prevent the Cycle of Violence. Ch. 18 (all) Ch. 19 (all). (Unit 7 in book)*

**Unit Duration: 12 Class Periods**

## Desired Results

### Standard(s):

#### 2.1 Personal and Mental Health

- **Emotional Health:**  
Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- **Social and Sexual Health**  
Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others
- **Social and Sexual Health**  
There are many factors that influence how we feel about ourselves and the decisions that we make

#### 2.3 Safety

- **Personal Safety:**  
State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse
- **Personal Safety:**  
Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem

**Indicators:**

**2.1.12.EH.3:** Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

**2.1.12.SSH.4:** Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).

**2.1.12.SSH.5:** Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.

**2.1.12.SSH.9:** Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.

**2.3.12.PS.5:** Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).

**2.3.12.PS.6:** Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.

**2.3.12.PS.7:** Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.

**2.3.12.PS.10:** Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.

**Understandings:**

*Students will understand...*

- Why it is important to have friends
- What the different types of relationships are
- How to be responsible in an intimate relationship
- How to avoid high pressure situations
- Problems that can occur in relationships
- What you can learn about a person through dating
- What the cycle of violence is
- Dangers associated with “sexting”
- How to recognize signs of abuse in a relationship
- Who they can turn to if abuse is occurring in effort to stop the cycle of violence

**Essential Questions:**

- What role do friends play in developing social and emotional health?
- What are the three types of relationships and why is it important to identify each type?
- What are your values when it comes to intimacy and how could you set limits that carry out your personal values?
- What types of communication skills can you use to help you deter a “high pressure” intimate situation?
  - o Do you want to watch a movie in my room?
  - o My parents aren’t home do you want to come over?
  - o Isolation away from a group of peers at parties?
- What role does dating play in a relationship?
- What are the three stages in the cycle of violence?
- What warning signs can you look for to

	<p>help remove yourself and/or others from being in the cycle of violence and/or abusive relationships?</p> <ul style="list-style-type: none"> <li>- What is “Sexting” and what are the legal ramifications associated with “Sexting”?</li> <li>- Who can assist someone with social/emotional concerns and/or violent situations?</li> </ul>
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**Assessment Evidence**

<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>- Students will be able to <u>determine</u> the functions of friendships</li> <li>- Students will be able to <u>distinguish</u> between different types of friendships including acquaintances, “best friends”, and virtual friends</li> <li>- Students will be able to <u>evaluate</u> common issues in friendships such as cliques, jealousy, and changes over time as well as the impact each issue has on friendships</li> <li>- Students will be able to <u>design</u> a plan to maintain healthy friendships</li> <li>- Students will be able to <u>recognize</u> characteristics and signs of unhealthy dating relationships</li> <li>- Students will be able to <u>formulate</u> strategies for forming a healthy dating relationship</li> <li>- Students will be able to <u>describe</u> factors that may cause conflict</li> <li>- Students will be able to <u>summarize</u> strategies for resolving conflict</li> <li>- Students will be able to <u>compare</u> the three different types of violence:</li> </ul>	<p><b>Other Evidence:</b></p> <p><b>Formative</b></p> <p>Teacher  Observation  Daily Classwork  Class Notes  Homework</p> <p><b>Summative</b></p> <p>Tests and Quizzes (Book Provided and/or Teacher Created)  Projects  Health 10 Benchmarks</p>
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physical, emotional, verbal

- Students will be able to differentiate the different types of sexual violence
- Students will be able to define rape
- Students will be able to construct a plan of action for treatment after a sexual assault (or attempt at sexual assault)

**Benchmarks:**

1. Unit 2 Assessment
2. Health 10 Final Exam

**Learning Plan**

**Learning Activities:**

1. Class activities and discussions
2. Textbook 'Guided Notes' and worksheets
3. Teacher Generated worksheets
4. Note Taking
5. Small-Group Activities
6. Think – Pair – Share
7. Student Lead Brainstorming Activities
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**Resources:**

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## Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

### Standard(s):

#### 2.1 Personal and Mental Health

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#### 2.3 Safety

- **Personal Safety:**  
State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse
- **Personal Safety:**  
Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem

4.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Create a plan to implement your personal values and/or religious beliefs when trying to avoid high pressure intimate situations <ul style="list-style-type: none"> <li>◦ Provide pre-set dialogue you can use</li> <li>◦ Provide pre-set “escape plan” you can revert to</li> </ul> </li> <li>• Create Public Service Announcements and its effects on the future</li> <li>• Actions and Consequences of Decision Making</li> <li>• Describe and acknowledge the consequences of the use of alcohol, other drugs and/or medicines as they apply to their communication skills, values, and ability to make responsible intimate decisions <ul style="list-style-type: none"> <li>◦ Impaired Judgement</li> <li>◦ Declining communication skills due to being under the influence</li> </ul> </li> <li>• Risky behaviors altering your life goals</li> <li>• Identify and analyze the value of abstinence as a method of pregnancy prevention, disease prevention, and overall contraceptive method.</li> </ul>
3.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the characteristics of three different types of communication</li> <li>• Determine whether you’re “in-love” or “infatuated”</li> <li>• Draw out the Cycle of Violence while labeling 2 characteristics of each stage</li> <li>• Compare, predict, and summarize the consequences of good and poor decision making as it relates to <ul style="list-style-type: none"> <li>• Goal Setting</li> <li>• Friends, Family, Self</li> <li>• Abstinence</li> <li>• Core Ethical Values</li> </ul> </li> <li>• Correlate increased substance use with challenges that may occur in any relationship or friendship setting</li> <li>• Predict the possible long-term effects of intimate relationships on future education, career planning, and various dimensions of wellness</li> <li>• Baby Costs Project (Group Activity)</li> </ul>
2.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognize and recall specific vocabulary for Communication, Relationships and Abuse. <ul style="list-style-type: none"> <li>◦ Passive</li> <li>◦ Aggressive</li> <li>◦ Assertive</li> <li>◦ I-Message</li> <li>◦ Friendship</li> <li>◦ Acquaintances</li> <li>◦ Cliques</li> <li>◦ Dating</li> <li>◦ Infatuation</li> <li>◦ Psychologist</li> <li>◦ Psychiatrist</li> </ul> </li> <li>• List the steps used for effective decision making when it comes to high pressure situations</li> <li>• List three characteristics of good decision making when it comes to sexual intimacy</li> <li>• Differentiate between long- and short-term goals</li> <li>• Identify consequences of poor decisions in intimate relationships</li> <li>• Recognize and recall specific vocabulary <ul style="list-style-type: none"> <li>◦ Intimacy</li> <li>◦ Sexual Assault/Rape</li> </ul> </li> <li>• Abstinence</li> </ul>
1.0	<p><b>With help, partial success at level 2.0 content and level 3.0 content:</b></p>
0.0	<p><b>Even with help, no success</b></p>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<p><i>Most Proficient Learners:</i></p> <ul style="list-style-type: none"> <li>- Would be assigned leadership roles in all group activity settings</li> <li>- Would be assigned outside research as it pertains to the unit               <ul style="list-style-type: none"> <li>o Sources may include internet, additional text, video</li> </ul> </li> </ul>
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Learners with a 504	<p><i>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</i></p>

## Interdisciplinary Connections

**Indicators:**

**Technology**

8.1.8.A.1 8.1.12. B.1 8.1.4 D1, 3

**LAL**

RI.CCR.11- 12.1 RI.CCR.11- 12.2 W.CCR 11-12.2 W.CCR 11-12.6 SLCCR 11-12.4 LSCCR 11-12.5 L CCR 11-12.1 L CCR 11-12.2 RST CCR 11- 12.1 RST CCR 11- 12.2 WHST 11-12.6 WHST 11-12.7 WHST 11-12.9

**Science**

5.4.12F1 5.3.12. A6 5.1.12.C1 5.1.12.C2 5.1.12.C3 5.1.12. D.1 5.1.12.D.2

## Integration of 21<sup>st</sup> Century Skills



**Indicators:**

**CREATIVITY AND INNOVATION**

Use a wide range of idea creation techniques such as brainstorming.

Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

**CRITICAL THINKING AND PROBLEM SOLVING**

Analyze and evaluate major alternative points of view.

Reflect critically on learning experiences and processes.

Identify and ask significant questions that clarify various points of view and lead to better solutions.

**COMMUNICATION AND COLLABORATION**

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**INFORMATION LITERACY**

Use information accurately and creatively for the issue or problem at hand.

**MEDIA LITERACY**

Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media. ICT (Information, Communications and Technology)

**LITERACY**

Use technology as a tool to research, organize, evaluate and communicate information

**FLEXIBILITY AND ADAPTABILITY**

Adapt to varied roles, jobs responsibilities, schedules, and contexts. Work effectively in a climate of ambiguity and changing priorities. Understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.

### **INITIATIVE AND SELF-DIRECTION**

Set goals with tangible and intangible success criteria. Balance tactical (short-term) and strategic (long-term) goals. Utilize time and manage workload efficiently. Monitor, define, prioritize, and complete tasks without direct oversight. Demonstrate commitment to learning as a lifelong process. Reflect critically on past experiences in order to inform future progress.

### **SOCIAL AND CROSS-CULTURAL SKILLS**

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### **PRODUCTIVITY AND ACCOUNTABILITY**

Set and meet goals, even in the face of obstacles and competing pressures.

### **LEADERSHIP AND RESPONSIBILITY**

Use interpersonal and problem-solving skills to influence and guide others toward a goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behavior in using influence and power. Act responsibly with the interests of the larger community in mind.

## **Unit Title: Abstinence, Reproductive System Review, Pregnancy, Prevention and Risks regarding Intimate Behaviors**

**Unit Description:** *In this unit students will learn what abstinence is and why it is the most effective pregnancy prevention method.*

*Students will relate intimate decisions back to how it could potentially affect their goals set in UNIT 1. The students will also review the reproductive systems for both the male and female as it pertains to reproducing in specific (elaborating off the label and identify tactic introduced in the Middle Level Grades). Lastly, we will discuss the effects that Pregnancy can have on the goals that they've set and how it effects their social and emotional health. We will discuss the risks (both mentally and physically) as well as the protective measures they can take to maintain good reproductive health as well and avoid any sexually transmitted infections. Ch. 20, Ch. 23, Ch.13 (Units 8 and 5 in the book)*

**Unit Duration: Approximately 20 class periods**

### **Desired Results**

**Standard(s):**

#### **2.1 Personal and Mental Health**

- **Pregnancy and Parenting**

There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections

- **Pregnancy and Parenting**  
There are many decisions to be made related to pregnancy and childbirth that will have short- and long-term impacts.
- **Social and Sexual Health**  
There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections
- **Social and Sexual Health**  
There are many factors that influence how we feel about ourselves and the decisions that we make.
- **Social and Sexual Health**  
There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.
- **Community Health Services and Support**  
Healthy individuals demonstrate the ability to identify who, when where and/or how to seek help for oneself or others

## 2.3 Safety

- **Personal Safety**  
Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.
- **Health Conditions, Diseases and Medicines**  
Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.
- **Health Conditions, Diseases and Medicines**  
Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.

**Indicators:**

**2.1.12. PP.1:** Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).

**2.1.12. PP.2:** Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.

**2.1.12. PP.3:** Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.

**2.1.12. PP.7:** Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.

**2.1.12.SSH.5:** Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.

**2.1.12.SSH.6:** Analyze the benefits of abstinence from sexual activity using reliable resources.

**2.1.12.SSH.7:** Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies

**2.1.12.SSH.8:** Describe the human sexual response cycle, including the role of hormones and pleasure.

**2.1.12.SSH.10:** Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.

**2.1.12. CHSS.4:** Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).

**2.3.12.PS.2:** Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.

**2.3.12. HCDM.1:** Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).

**2.3.12. HCDM.3:** Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., Prep, PEP).

**Assessment Evidence**

**Performance Tasks:**

- Students will be able to list and explain the organs of male reproduction
- Students will be able to list and explain the organs of female reproduction
- Students will be able to describe the process of implantation of a zygote.
- Students will be able to compare the different methods of pregnancy confirmation
- Students will be able to compare substances that may harm the human fetus.
- Students will be able to discuss the different types of complications that can affect a pregnancy
- Students will be able to identify health risks for pregnant teens and their babies
- Students will be able to recall the different types of cancers that can affect the male/female reproductive systems
- Students will be able to hypothesize how to navigate the decisions involved in teen pregnancy
- Students will be able to summarize the three stages of labor
- Students will discuss reasons to consider adoption and ways to prepare for adoption
- Students will be able to explain the challenges of teen parenthood
- Students will be able to identify the benefits of abstinence
- Students will identify factors to consider when choosing a birth control method
- Students will be able to compare the principles behind barrier and chemical contraceptive methods
- Students will be able to list various methods of contraception
- Students will be able to draw conclusions on the use of emergency contraceptive methods as it pertains to the overall need, safety, and risks of their use.

**Other Evidence:****Formative**

Teacher  
Observation  
Daily Classwork  
Class Notes  
Homework

**Summative**

Tests and Quizzes (Book Provided and/or Teacher Created)  
Projects  
Health 10 Benchmarks

- Students will be able to formulate what options are available should a contraceptive method fail
- Students will be able to explain how people can contract an STD/STI
- Students will be able to describe what happens when a person contracts an STD/STI.
- Students will be able to determine the resources available to people dealing with STD/STI
- Students will be able to differentiate between HIV and AIDS
- Students will be able to explain how HIV is transmitted
- Students will be able to identify the signs and symptoms of HIV/AIDS

**Benchmarks:**

1. Unit 3 Assessment
2. Health 10 Final Exam

## Learning Plan

### Learning Activities:

Class activities and discussions

1. Textbook 'Guided Notes' and worksheets
2. Teacher Generated worksheets
3. Note Taking
4. Small-Group Activities
5. Think – Pair – Share
6. Student Lead Brainstorming Activities
7. Review Games
  - a. Kahoot
  - b. Socrative

### Resources:

1. Comprehensive Health by Goodheart – Willcox
2. Movies and/or Video Clips
3. Technology Resources Website Activities
4. PowerPoint
5. Guest Speakers
6. Current Events
7. Review Games
  - a. Kahoot – [www.kahoot.com](http://www.kahoot.com)
  - b. Socrative – [www.socrative.com](http://www.socrative.com)
  - c. Quizlet – [www.quizlet.com](http://www.quizlet.com)

## Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

### Standard(s):

#### 2.1 Personal and Mental Health

- **Pregnancy and Parenting**

There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections

2.3 Sa

4.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Create a plan to maintain good health practice <ul style="list-style-type: none"> <li>○ Annual Visits to family doctor and OBGYN</li> <li>○ What self-examination looks like</li> <li>○ What are some warning signs to bring to a doctor or medical professionals' attention?</li> </ul> </li> <li>• Create their own dialogue and/or slogan to promote Abstinence <ul style="list-style-type: none"> <li>○ Set your limit, state your limit, avoid high pressure situation, be assertive "NO"</li> <li>○ "Givers need to set limits because takers rarely do"</li> </ul> </li> <li>• Describe and acknowledge the consequences of the use of alcohol, other drugs and/or medicines as they apply to an unborn child through an advocacy project on the following topic Areas <ul style="list-style-type: none"> <li>○ Fetal Alcohol Syndrome</li> <li>○ Premature Birth</li> <li>○ Neonatal Abstinent Syndrome (babies who go through withdrawal upon birth)</li> </ul> </li> <li>• Identify and analyze the value of abstinence as a method of pregnancy prevention, disease prevention, and overall contraceptive method.</li> </ul>
3.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Research general reproductive concerns such as (but not limited to): <ul style="list-style-type: none"> <li>○ Cervical Cancer</li> <li>○ HPV</li> <li>○ Breast Cancer</li> <li>○ Prostate Cancer</li> <li>○ Testicular Cancer</li> </ul> </li> <li>• Compare, predict, and summarize the consequences of good and poor decision making as it relates to <ul style="list-style-type: none"> <li>○ Abstinence</li> <li>○ Emotional Intimacy</li> <li>○ Risky Behaviors</li> <li>○ Refusal Skills</li> </ul> </li> <li>• Correlate how substance use/abuse can affect reproduction capabilities as well as health of a fetus <ul style="list-style-type: none"> <li>○ Evaluate the effectiveness of different contraceptive methods</li> </ul> </li> <li>• Predict the possible long-term effects of intimate relationships on future education, career planning, and various dimensions of wellness <ul style="list-style-type: none"> <li>○ Baby Costs Project (Group Activity)</li> </ul> </li> </ul>
2.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognize and recall specific vocabulary for Reproduction, Pregnancy and Contraception. <ul style="list-style-type: none"> <li>○ Abstinence</li> <li>○ Breast Exam</li> <li>○ Pap Smear</li> <li>○ Mammogram</li> <li>○ Testicular/Prostate Exam</li> <li>○ Contraceptive Method</li> <li>○ Prenatal Care</li> <li>○ Gynecologist - OBGYN</li> <li>○ Pediatrician</li> <li>○ Adoption</li> </ul> </li> <li>• Recognize and recall specific vocabulary for Reproduction, Pregnancy and Contraception. <ul style="list-style-type: none"> <li>○ Abstinence</li> <li>○ Emotional Intimacy</li> <li>○ Risky Behaviors</li> <li>○ Refusal Skills</li> </ul> </li> <li>• Recognize and recall specific vocabulary <ul style="list-style-type: none"> <li>○ Barrier Contraceptive Methods</li> <li>○ Chemical Contraceptive Methods</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ Abstinence</li> <li>● Recognize and recall specific vocabulary <ul style="list-style-type: none"> <li>○ Sexual Reproduction</li> <li>○ STD/STI</li> <li>○ Condom</li> <li>○ Chlamydia</li> <li>○ Gonorrhea</li> <li>○ HIV/AIDS</li> <li>○ Ectopic Pregnancy</li> <li>○ Premature Birth</li> <li>○ Miscarriage</li> <li>○ Sudden Infant Death Syndrome</li> <li>○ Ovulation</li> <li>○ Ejaculation</li> <li>○ Implantation</li> <li>○ Breast Cancer</li> <li>○ Cervical Cancer</li> <li>○ Prostate Cancer</li> <li>○ Labor</li> <li>○ Cesarean Section</li> </ul> </li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<p><b>Most Proficient Learners:</b></p> <ul style="list-style-type: none"> <li>- Would be assigned leadership roles in all group activity settings</li> <li>- Would be assigned outside research as it pertains to the unit             <ul style="list-style-type: none"> <li>o Sources may include internet, additional text, video</li> </ul> </li> </ul>
<b>Struggling Learners</b>	<p><b>Proficient Learners:</b></p> <ul style="list-style-type: none"> <li>- Would locate the bolded headings/vocabulary in the sections</li> <li>- Explain that the bold face heads are what defines the Unit/Chapter by topic</li> </ul>
<b>English Language Learners</b>	<p><b>Less proficient Learners:</b></p> <ul style="list-style-type: none"> <li>- Would locate the bolded headings/vocabulary in the sections</li> <li>- Explain that the bold face heads are what defines the Unit/Chapter by topic</li> </ul>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
Learners with a 504	<p><b>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</b></p>

## Interdisciplinary Connections

**Indicators:**

**Technology**

8.1.8.A.1 8.1.12. B.1 8.1.4 D1, 3

**LAL**

RI.CCR.11- 12.1 RI.CCR.11- 12.2 W.CCR 11-12.2 W.CCR 11-12.6 SLCCR 11-12.4 LSCCR 11-12.5 L CCR 11-12.1 L CCR 11-12.2 RST CCR 11- 12.1 RST CCR 11- 12.2 WHST 11-12.6 WHST 11-12.7 WHST 11-12.9

**Science**

5.4.12F1 5.3.12. A6 5.1.12.C1 5.1.12.C2 5.1.12.C3 5.1.12.D.1 5.1.12.D.2

## Integration of 21<sup>st</sup> Century Skills

### **Indicators:**

#### **CREATIVITY AND INNOVATION**

Use a wide range of idea creation techniques such as brainstorming.

Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

#### **CRITICAL THINKING AND PROBLEM SOLVING**

Analyze and evaluate major alternative points of view.

Reflect critically on learning experiences and processes.

Identify and ask significant questions that clarify various points of view and lead to better solutions

#### **COMMUNICATION AND COLLABORATION**

Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts. Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions.

#### **INFORMATION LITERACY**

Use information accurately and creatively for the issue or problem at hand.

#### **MEDIA LITERACY**

Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media. ICT (Information, Communications and Technology)

#### **LITERACY**

Use technology as a tool to research, organize, evaluate and communicate information

#### **FLEXIBILITY AND ADAPTABILITY**

Adapt to varied roles, jobs responsibilities, schedules and contexts. Work effectively in a climate of ambiguity and changing priorities. Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.

#### **INITIATIVE AND SELF-DIRECTION**

Set goals with tangible and intangible success criteria. Balance tactical (short-term) and strategic (long-term) goals. Utilize time and manage workload efficiently. Monitor, define, prioritize, and complete tasks without direct oversight. Demonstrate commitment to learning as a lifelong process. Reflect critically on past experiences in order to inform future progress.

#### **SOCIAL AND CROSS-CULTURAL SKILLS**

Know when it is appropriate to listen and when to speak. Conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. Respond open-mindedly to different ideas and values. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

#### **PRODUCTIVITY AND ACCOUNTABILITY**

Set and meet goals, even in the face of obstacles and competing pressures.

**LEADERSHIP AND RESPONSIBILITY**

Use interpersonal and problem-solving skills to influence and guide others toward a goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behavior in using influence and power. Act responsibly with the interests of the larger community in mind.

