

Englewood Public School District

Comprehensive Health

Grade 12

Unit: Evolving Relationships and Hard Choices

Overview: In this unit students will study human relationships as they apply to satisfying basic human needs. Students will also study sexuality by considering the personal and societal aspects of abortion and birth control. Also, students will gain a historical and international perspective on the prevention of STDs and the stigma that arises from STD epidemics.

Time Frame: One marking period

Enduring Understandings:

Deciding to get married or have a baby is a life changing commitment.

Family structures and relationships evolve and adapt over the course of a life span.

Abortion carries important consequences for those involved.

Epidemics make people afraid, so they sometimes look for a scapegoat.

Essential Questions:

How do relationships satisfy basic human needs?

What can be done to strengthen the well-being of individuals and families across the life span?

How do you create a family budget? How do you create a budget for your family's first year?

What are the various forms of birth control and what are the specific benefits of each?

What impact does abortion have on physical, emotional, spiritual, ethical, legal, and societal bases?

How were various social groups stigmatized during the AIDS Epidemic?

How are developing countries preventing the spread of sexually transmitted diseases?

| Standards | Topics and Objectives | Activities | Resources | Assessments |
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| Comprehensive Health 2.4.12. A.4 Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, | Topics Relationships Satisfy Basic Human Needs Getting Married and Other Major Life Commitments | Students will discuss how their family, friends, and romantic partners impact their lives and what basic human needs (love, affection, respect, support) they satisfy. (SL11-12.1) | “Family Structure and Life Cycle” lesson plan http://www.ksde.org/Portals/0/CSAS/Content%20Area%20(F-L)/Family%20and%20Consumer%20Sciences/FCS | Formative Assessments: <ul style="list-style-type: none">• Do Nows• Exit Tickets• Discussion• Questioning during lessons |

and lifetime commitments such as marriage.

2.4.12. B.4 Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.

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 safer sex_methods and contraception, including risk-reduction and risk-elimination strategies.

2.4.12. B.4 Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.

How Family Structure Evolves over Time

Objectives

Students will examine how various relationships satisfy basic human emotional needs.

Students will understand that relationships evolve over time as people, commitments, and life events change.

Students will write a one-page reflection on what one of their friends means to them. (W11.12-3)

Students will complete the “Family Structure and Life Cycle” lesson plan to learn about various family structures, how families change over a life span, and how to strengthen family bonds. (HS-LS41-1)(HS-LS41-2)

Family Life Project:
Students will complete a project looking at the different aspects of family life. Students will explore how different human needs are met through different family structures as well as research and explore costs associated with planning a wedding, purchasing a house, purchasing a vehicle and the expenses involved for have a baby during the first year of the baby’s life.

[Resources/Unit%205%20-Family%20Structure%20and%20Life%20Cycle.pdf?ver=2014-11-03-080019-003](#)

Resources for family budgeting:
[http://nextgenpersonalfinance.org/](#)

“How to Budget the Baby's First Year”
[http://www.babymed.com/baby-and-postpartum/how-budget-babys-first-year#](#)

Summative Assessments:

Friend reflection essay

Family Life Project

Benchmark Assessment:

Common Formative Assessments

Alternate Assessment:

- Teacher Observation
- Anecdotal Record
- Active Participation
- Whole Class Discussion
- Peer to Peer Discussions

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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.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.

| Topics | Teacher will lead a discussion on the physical and emotional impact of abortion. (SL.11-12.1) | "Abortion Emotional Side Effects" http://americanpregnancy.org/unplanned-pregnancy/abortion-emotional-effects/ | Formative Assessments: <ul style="list-style-type: none">• Do Nows• Exit Tickets• Review career goals and determine steps necessary for attainment |
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| The Impacts of Abortion | | | |
| Contraceptives: Benefits and Responsibility | Students will consider the impact abortion has on their personal ethical and/or religious values and discuss with the class. | "Roe v. Wade" https://www.britannica.com/event/Roe-v-Wade | Summative Assessments: Reflection essay |
| Objectives | | | |
| Students will examine the impact (physical, social, cultural, emotional, ethical, legal, religious) of elective pregnancy termination. | Students will research legal implications of abortion in the US and write a one page argument for or against abortion laws in the country or their state. They should begin by reading about Roe v. Wade and explore the legal statues of NJ and other states.(RI 11-12.1) | "Do I or Don't I" https://www.cdc.gov/careerpaths/scienceambassador/documents/do-or-dont.pdf | Abortion laws argumentative essay |
| Students will determine good health practices that protect human reproduction. | | "Contraception: Parts 1 and 2" lesson plans http://youngpeopletoday.net/wp-content/uploads/2016/03/Lesson-Plan-Contraception-Part-I-and-II.pdf | Brochures on maintaining sexual health |
| Students will evaluate methods to confirm and sustain healthy pregnancies. | After researching the impact of abortion on individuals, students will consider their own opinions on teenage pregnancy and abortion and write a two-page reflection essay on the subject. (W.11-12.3) | "About Birth Control: Clearing Up Misconceptions About Contraception" lesson plan https://learning.blogs.nytimes.com/2012/03/07/about-birth-control-clearing-up-misconceptions-about-contraception/ | Alternate Assessment: <ul style="list-style-type: none">• Peer Assessment• Self-Assessment |
| Students will analyze the benefits of various forms of birth control. | | | |
| Students will reflect on personal, social, and cultural values concerning elective pregnancy termination. | Students will complete the "Do I or Don't I" lesson plan to learn about making smart sexual choices. | Brochure resources: http://www.itsyoursexlife.com/ | |
| | Students will create two brochures addressing | | |

preventative strategies on how to maintain reproductive sexual health, including information on abstinence, contraceptives, and preventative healthcare. (8.1.12.A.2)

<https://sexetc.org/>

Students will complete the “Contraceptives” lesson plans to evaluate the various methods of birth control. (W.11-12.9)

Students will complete the “About Birth Control: Clearing Up Misconceptions About Contraception” lesson plan to learn about the public debate in the US about whether or not insurance companies should cover birth control. (W.11-12.1)

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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.

Topics

1980s AIDS Epidemic: Stigmatized Populations

STD Prevention in Developing Countries

Objectives

Students will learn about the historical response to STD outbreaks.

Students will read the article “The terror and prejudice of the 1980s AIDS crisis remembered by a gay man who lived through it” to learn about how homosexuals were stigmatized during the epidemic. Students will discuss why they think various groups are stigmatized when crisis

“The terror and prejudice of the 1980s AIDS crisis remembered by a gay man who lived through it”
<http://www.independent.co.uk/life-style/love-sex/aids-crisis-1980-eighties-remember-gay-man-hiv-positive-funerals-partners-disease-michael-penn-a7511671.html>

Formative Assessments:

- Do Nows
- Exit Tickets
- Feedback on lesson plan activities
- Class discussion

Summative Assessment:
NGO research project

Alternate Assessment:

- Peer Assessment
- Self-Assessment

Students will examine the stigmas attached to persons infected by STDs.

Students will examine how AIDS is still a problem in the US today by studying its impact on poor communities.

Students will examine how the developing world handles STD prevention.

Students will understand the roles governments and NGOs play in disease prevention.

strikes a society. (SL.11-12.1)

Students will read the “History of HIV and AIDS overview” timeline to gain perspective on how the disease and its complications have effected populations across the globe historically. (RI.11-12.7)

Students will complete the unit of study “Students role-play about providing medications to poor countries” to examine how disease is prevented and treated in the developing world. (6.2.12.C.d)

Students will research an NGO that focuses on disease prevention in the developing world. They will create a multimedia presentation to display their research on what the NGO does, who runs the organization, how they fund their ventures, and what specific projects they are currently working on. (8.1.12.D.1)

Students will read “Fighting AIDS in the Deep South:

“History of HIV and AIDS overview”
<https://www.avert.org/professionals/history-hiv-aids/overview>

“Students role-play about providing medications to poor countries” unit of study
<http://lessonplanspage.com/sspeunitonglobalizationandworldhealth912-htm/>

“South Africa’s HIV/Aids battle plan”
<https://www.brandsouthafrica.com/south-africa-fast-facts/health-facts/south-africas-hiv-aids-battle-plan>

“Fighting AIDS in the Deep South: Glimmers of Hope”
<http://www.northcarolinahhealthnews.org/2017/07/10/fighting-aids-in-the-deep-south-glimmers-of-hope/>

Glimmers of Hope” to understand how AIDS affects poor American communities today. (RI.11-12.2)(6.2.12.C.6d)

Key Vocabulary:

Abortion – The deliberate termination of a human pregnancy, most often performed during the first 28 weeks of pregnancy.

Abstinence – The fact or practice of restraining oneself from indulging in something, typically alcohol.

Contraceptives – A method or device serving to prevent pregnancy.

Parenting – Be or act as a mother or father to (someone).

Pregnancy – The condition or period of being pregnant.

STIs – The infection can be passed on via vaginal intercourse, oral sex, and anal sex.

STDs – One that can be transmitted by means of sexualintercourse or by intimate contact with the genitals, mouth or rectum.

Social Stigma – Refers to extreme disapproval of (or discontent with) a person or group on socially characteristic grounds that are perceived, and serve to distinguish them, from other members of a society.

Integration of 21st Century Standards NJSLS 9:

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

Interdisciplinary Connections:

ELA - NJSLS/ELA:

Reading

RL.11-12.1. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing:

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, wellchosen details, and well-structured event sequences.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening:

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.

Social Studies:

6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

Science:

HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells

HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment

Integration of Technology Standards NJSL 8:

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

Career Ready Practices:

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

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

| English Language Learners | Special Education | At-Risk | Gifted and Talented |
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| <ul style="list-style-type: none"> ● Employ individual, paired, or small group projects or activities ● Speak and display terminology ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Using advance organizers ● Brainstorming/webbing ● Modeling ● Employing KWL Chart ● Predicting ● Pre-Teach Vocabulary ● Pre-Teaching or Reviewing ● Allow take-home tests | <ul style="list-style-type: none"> ● Employ individual, paired, or small group projects or activities ● Utilize modifications & accommodations delineated in the student’s IEP ● Work with paraprofessional ● Previewing information/materials ● Provide helpful visual, auditory, and tactile reinforcement of ideas. ● Peer Support ● Provide extended time ● Solidify and refine concepts through repetition. ● Learner will work at own pace ● Give shorter | <ul style="list-style-type: none"> ● Employ individual, paired, or small group projects or activities ● Use visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Provide extended time ● Previewing information/materials ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the | <ul style="list-style-type: none"> ● Act as peer support ● Students will present research to a different audience ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction |

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| | <p>assignments/more frequently</p> <ul style="list-style-type: none">● Employ individual, paired, or small group projects or activities● Allow take-home tests | <p>lesson.</p> <ul style="list-style-type: none">● Review behavior expectations and make adjustments for personal space or other behaviors as needed. | |
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