

# Englewood Public School District

## Comprehensive Health

### Grade 11

#### Unit: Human Relationships, Sexuality and Family Life

**Overview:** In this unit students will study the relationships concerning friendship, romance, and family life. They will learn helpful strategies for promoting their wellbeing and that of their relationships.

**Time Frame:** One marking period

**Enduring Understandings:**

Relationships are complex bonds that change and shift over time.

Irresponsible sexual activity can have severe consequences that last a lifetime.

Effective parenting requires love, discipline, guidance, and patience.

**Essential Questions:**

How do relationships evolve over time?

What are the potential consequences of adolescent sex?

How can having a baby affect a teenager's life goals?

What health complications can happen to a fetus if the mother makes poor health choices?

What are effective parenting strategies?

Standards	Topics and Objectives	Activities	Resources	Assessments
<b><u>Comprehensive Health</u></b> 2.4.12.A.1: Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.  2.4.12.A.2: Compare and contrast the current and historical role of life	<b>Topics</b>  Evolution of Relationships  Adolescent Sex and Life Goals	Students will define affection, love, commitment, friendship and discuss their definitions in groups.(L.11-12.3)	“Looking for Love? Not Always! Exploring the Variety of Human Relationships” lesson plan <a href="http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.LearningActivitiesDetail&amp;PageID=158">http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.LearningActivitiesDetail&amp;PageID=158</a>	<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Do Nows</li> <li>• Exit Tickets</li> <li>• Discussion</li> </ul>
	<b>Objectives</b>  Students will examine diverse human behaviors and	Students will then reflect on a friendship they had in elementary of middle school and develop a		<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Evolving relationship scenario</li> <li>• Letter to family</li> </ul>

commitments, such as marriage.  
2.4.12.A.3: Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.

2.4.12.A.4: Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

2.4.12.A.5: Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).

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.

relationships.

Students will examine how relationships evolve over time.

Students will examine the role of family, friendships, and romance in personal development.

Students will consider how gender roles factor into romantic relationships.

Students will consider how adolescent sex and possible consequences might affect their futures and life goals.

scenario that describes how this relationship evolved or changed over time.(W.11-12.4)

Students will write a letter to a family member, living or dead (or someone they consider “family”) to express their appreciation for that person and describe how their relationship has evolved since they’ve known that person. The letter does not have to be delivered. (W.11-12.4)

Students will complete the “Looking for Love? Not Always! Exploring the Variety of Human Relationships” lesson plan to understand various human relationships.(RI.11-12.3)

Students will complete the “Talking about Sexuality and Values” lesson plan to give students practical ways to talk to their parents about sex.

Students will complete the “Gender Roles and Relationships” lesson plan

“Talking about Sexuality and Values” lesson plan  
[http://www.advocatesfor youth.org/index.php?option=com\\_content&task=view&id=239Itemid=129](http://www.advocatesfor youth.org/index.php?option=com_content&task=view&id=239Itemid=129)

“Gender Roles and Relationships” lesson plan  
[http://www.advocatesfor youth.org/index.php?option=com\\_content&task=view&id=219&Itemid=129](http://www.advocatesfor youth.org/index.php?option=com_content&task=view&id=219&Itemid=129)

- Long-term goals activity

**Benchmark Assessment:**  
Common Formative Assessment

**Alternative Assessments:**

- Teacher Observation
- Anecdotal Records
- Whole Class Discussion
- Peer to Peer Discussions

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.

to examine how gender factors into romantic relationships. (RI.11-12.7)

Student will create a list of their personal long-term goals. All goals will then be categorized in one year, in five years, in ten years and in twenty years. Students will then list how adolescent sex could have an effect on those long term goals. Students may then get into groups of three or four to compare their goals and the effects that adolescent sex may have on those goals. They will share their statistics while the other students are considering their effects on their goals. (W.11-12.8)

### **Comprehensive Health**

2.4.12.C.1: Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.

2.4.12.C.2: Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence

Topics	Objectives	Resources for pregnancy complications	Formative Assessments:
Fetal Development	Students will explore the stages of typical development and how the development of a child changes when the mother isn't making the proper individual health decisions.(HS-LS4-2)	<a href="http://americanpregnancy.org/pregnancy-complications/">http://americanpregnancy.org/pregnancy-complications/</a>	<ul style="list-style-type: none"> <li>• Do Nows</li> <li>• Exit Tickets</li> <li>• Discussion</li> <li>• Questioning</li> </ul>
Life Choices during Pregnancy	Students will create a timeline of fetal development using PowerPoint, Prezi or	“Fetal Growth Restriction (IUGR); Small for Gestational Age” <a href="http://americanpregnancy.org/pregnancy-complications/">http://americanpregnancy.org/pregnancy-complications/</a>	<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Fetal development timeline</li> <li>• Prezi presentation on teenage</li> </ul>
Complications of Fetal Growth and Disabilities			

<p>of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.</p> <p>2.4.12.C.3: Evaluate the methods and resources available to confirm pregnancy.</p> <p>2.4.12.C.4: Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.</p> <p>2.4.12.C.5: Evaluate parenting strategies used at various stages of child development based on valid sources of information.</p>	<p>Students will examine and describe the stages of fetal development from conception to birth.</p> <p>Students will understand that health choices made during pregnancy will have a lasting impact on the child's development.</p> <p>Students will examine potential complications to fetal growth and the formation of disabilities.</p> <p>Students will learn how pregnancy can affect family and other relationship dynamics.</p>	<p>another media source to outline the information presented. (8.1.12.A.2)</p> <p>It is important to include at least 3 new developmental stages for each time period assessed as well as how they could be impacted by the individual health decisions made by the mother. Students will also be required to create a peer assessment for the class to participate in at the completion of their presentation.(W11-12.6)</p> <p>Students will discuss how life choices can affect the life of a mother and an unborn child and brainstorm ways to educate others on safe pregnancy practices.(HS-LS4-2)</p> <p>Students will examine the impact teenage pregnancy can have on family life. (RI.11-12.7)</p> <p>Students will research therapy treatments available to pregnant teens and their families and present their findings to</p>	<p><a href="#">complications/fetal-growth-restriction/</a></p> <p>The stages of fetal growth, with illustrations <a href="https://www.babycenter.com/pregnancy-week-by-week">https://www.babycenter.com/pregnancy-week-by-week</a></p> <p>“Conception to Birth-- Visualized” TED Talk <a href="https://www.youtube.com/watch?v=fKyljukBE70">https://www.youtube.com/watch?v=fKyljukBE70</a></p> <p>Fetal Development Chart (CDC) <a href="https://www.cdc.gov/ncbddd/fasd/documents/fasdbrochure_final.pdf">https://www.cdc.gov/ncbddd/fasd/documents/fasdbrochure_final.pdf</a></p> <p>List of potential fetal complications <a href="http://www.helper.org/hyperemesis-gravidarum/complications/fetal-programming.php">http://www.helper.org/hyperemesis-gravidarum/complications/fetal-programming.php</a></p> <p>Information about women's health during pregnancy <a href="https://www.womenshealth.gov/pregnancy/youre-pregnant-now-what/staying-healthy-and-safe">https://www.womenshealth.gov/pregnancy/youre-pregnant-now-what/staying-healthy-and-safe</a></p>	<p>pregnancy and family life</p> <ul style="list-style-type: none"> <li>Potential fetal complications presentation</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>Peer Assessment</li> <li>Self-Assessment</li> </ul>
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the class using Prezi.  
(W.11-12.6)

Students will discuss how couples who are expecting a baby can cope with the stresses of the life-changing event.(SL.11-12.1)

Students will select a complication from the list of potential fetal complications and research and present their findings to the class in a multimedia presentation, a poster, or another student selected visual aid.  
(8.1.12.A.2)

### **Comprehensive Health**

2.1.12.A.1: Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

2.1.12.E.3 : Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.

Topics	Objectives	Formative Assessments:
Childhood Development	Students will examine the stages of early childhood development.	<ul style="list-style-type: none"> <li>• Do Nows</li> <li>• Exit Tickets</li> <li>• Discussion and Questioning during lessons</li> </ul>
Parenting Strategies	Students will learn parenting strategies.	<b>Summative Assessment:</b> Presentation on childhood development theory
Family Trauma		<b>Alternative Assessments:</b> <ul style="list-style-type: none"> <li>• Journal Entries</li> <li>• Discussion in small groups</li> </ul>

Teachers will discuss the childhood development models of Jean Piaget and Lev Vygotsky. Students will choose a stage of Piaget’s theory of development or Vygotsky’s Zone of Proximal Development and apply it to a real-world scenario. They will develop a presentation explaining their chosen topic and real-life scenario. (SL.11-12.4)

Students will explore

“Jean Piaget”  
<https://www.simplypsychology.org/piaget.html>

“Lev Vygotsky”  
<https://www.simplypsychology.org/vygotsky.html>

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Video clips of parenting strategies (some humorous):

“Everybody Loves Raymond--The Angry Family”

Students will examine family trauma and the coping mechanisms for dealing with trauma.

strategies of parenting. Using their knowledge, have them list their beliefs and own experiences based on their parents and philosophies they have seen in the media. Share the beliefs and strategies with the class, listing them on the board.

Using video clips, students will explore the various strategies used by parents to parent their child. Students will discuss what they think the parents in the clips did well and not well. (SL.11-12.2)

Students will complete the “Family Messages” lesson plan to learn about how they gain values from their families.

Students will discuss how families are impacted by trauma and research coping strategies.

<https://www.youtube.com/watch?v=Qamxu3pdJf8&list=PL560E6DCED3F630FD>

“Parenthood - Grandma's rollercoaster story”  
<https://www.youtube.com/watch?v=Z18vJwmxFFY>

“Frasier: Niles Learns To Be A Good Parent”  
<https://www.youtube.com/watch?v=E9B8w57zuAY&index=3&list=PL560E6DCED3F630FD>

“Parenting Tips - What is Positive Discipline?”  
<https://www.youtube.com/watch?v=4tBbL7VcNh0>

“Parenting in the modern world” TED Talks  
<https://www.youtube.com/watch?v=MZbhgk4S7dA>

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“Family Messages” lesson plans  
[http://www.advocatesforyouth.org/index.php?option=com\\_content&task=view&id=214Itemid=129](http://www.advocatesforyouth.org/index.php?option=com_content&task=view&id=214Itemid=129)

“Helping Children and Youth Cope with Trauma”

**Key Vocabulary:**

**Adolescent sexuality** – A stage of human development in which adolescent's experience and explore sexual feelings.

**Child development theory** – The period of physical, cognitive, and social growth that begins at birth and continues through early adulthood.

**Disability** – A physical or mental condition that limits a person's movements, senses, or activities.

**Family counseling** – A type of psychological counseling that helps family members improve communication and resolve conflicts.

**IUGR** – Fetal weight that is below the 10<sup>th</sup> percentile for gestational age as determined through an ultrasound.

**Premature (of a baby)** – Born before the end of the full term of gestation, especially three or more weeks before.

**Teenage pregnancy** – A teenage girl, usually within the ages of 13-19, becoming pregnant.

**Risk factors** – Any attribute, characteristic or exposure of an individual that increases the likelihood of developing a disease or injury.

**Trauma** – A deeply distressing or disturbing experience.

**Integration of 21st Century Standards NJSL 9:**

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

**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/](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
<ul style="list-style-type: none"><li>Using advance organizers</li><li>Brainstorming/webbing</li></ul>	<ul style="list-style-type: none"><li>Utilize modifications &amp; accommodations</li></ul>	<ul style="list-style-type: none"><li>Teachers may modify instructions by modeling</li></ul>	<ul style="list-style-type: none"><li>Extend research outside of class</li></ul>



<ul style="list-style-type: none"> <li>● Speak and display terminology</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> <li>● Word walls</li> <li>● Modeling</li> <li>● Employing KWL Chart</li> <li>● Predicting</li> <li>● Pre-Teach Vocabulary</li> <li>● Pre-Teaching or Reviewing</li> <li>● Allow take-home tests</li> </ul>	<p>delineated in the student's IEP</p> <ul style="list-style-type: none"> <li>● Work with paraprofessional</li> <li>● Previewing information/materials</li> <li>● Provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>● Peer Support</li> <li>● Provide extended time</li> <li>● Solidify and refine concepts through repetition.</li> <li>● Learner will work at own pace</li> <li>● Give shorter assignments/more frequently</li> <li>● Employ individual, paired, or small group projects or activities</li> <li>● Allow take-home tests</li> </ul>	<p>what the student is expected to do</p> <ul style="list-style-type: none"> <li>● Use visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> <li>● Provide extended time</li> <li>● Previewing information/materials</li> <li>● Increase one on one time</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will present research to a different audience</li> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> </ul>
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#### Interdisciplinary Connections:

ELA - NJSL/ELA:

Reading

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.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately



through the effective selection, organization, and analysis of content.

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

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

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.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Language:

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Science:

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.