

Englewood Public School District

Comprehensive Health

Grade 9

Unit: Human Relationships, Sexuality and Disease Prevention

Overview: This unit of study begins with the study of relationships and human sexuality. Students review human anatomy, common issues related to males and females, and their feelings about their developing bodies. Next, the instructors will delve into parenting and pregnancy, as well as STI's and disease prevention.

Time Frame: One Marking Period

Enduring Understandings:

Human sexuality is sexual health, reproduction and sexual identity including the concept of being male or female.

There are many minor and severe conditions that can affect the male and female reproductive organs, doing self-exams can help identify many of these prior to seeing a healthcare provider.

There are numerous health care facilities and health services available to the adolescent population and it is important to be honest with the information you submit to healthcare providers.

Essential Questions:

What is human sexuality?

What are the male and female reproductive parts?

Why is it important to do male and female self-exams?

What should you know about health care facilities and health services specific to human sexuality?

Standards	Topics and Objectives	Activities	Resources	Assessments
<u>Comprehensive Health</u> 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.	Topics Relationships Human Sexuality	Teacher lead discussion regarding the importance of Human Sexuality. (HS-LS4-1.) The instructor will review male and female anatomy. (HS-LS4-2)(RI 9-10.4)	Sexual Development, Teaching Sexual Health, California DOE https://teachingsexualhealth.ca/teachers/grade/grade-9/ Healthy Relationships, Kids Health https://classroom.kidshealth.	Formative Assessments: <ul style="list-style-type: none"> Do Nows Exit Tickets Summative Assessments:
	Objectives Students will examine			

<p>2.4.12. B.4 Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.</p> <p>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.</p> <p>2.4.12. B.2 Evaluate information that supports abstinence from sexual activity using reliable research data.</p> <p>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.</p> <p>2.4.12. B.4 Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.</p>	<p>diverse human behaviors and relationships.</p> <p>Students will analyze personal relationship choices and growth over time.</p> <p>Students will present challenges to relationships in the 21st century using digital tools.</p> <p>Students will identify and describe the function of each of the reproductive organs of both males and females.</p> <p>Students will explain the importance of self-exams for both males and females.</p> <p>Students will identify common sexual health issues that can occur in males and females.</p> <p>Students will list ways males and females can keep their reproductive systems healthy.</p> <p>Students will review the common body system changes that take place during puberty, including the processes of menstruation and spermatogenesis.</p>	<p>In an appropriate and safe setting, the instructor will lead a discussion regarding the various common sexual health issues males and females may face. (HS-LS4-2)(RI 9-10.4).</p> <p>Understanding where to best obtain valid sexual health information. (HS-LS4-2).</p> <p><u>Sexual Development</u> Puberty is a time of change and growth that brings about physical, emotional and social changes. By addressing myths and anxieties about adolescence, teachers can encourage students to accept this time of change as normal and healthy. Teaching Sexual Health, California DOE (SL 9-10.1)</p> <p><u>Coping with Development</u> This lesson focuses on evaluating personal feelings about puberty change, examining the impact of negative self-esteem, and identifying strategies to cope with negative feelings about</p>	<p>org/9to12/personal/growing/healthy_relationships.pdf</p> <p>Self-Esteem in Puberty https://classroom.kidshealth.org/9to12/personal/growing/self_esteem.pdf</p> <p>STDs https://kidshealth.org/classroom/9to12/problems/conditions/stds.pdf</p>	<p>Student products related to selected lessons will be evaluated.</p> <p>Students will construct an expository essay regarding a self-selected topic to display their understanding of relationships and human sexuality.</p> <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments: Reflection Journal Portfolios Conferencing</p>
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Students will compare and contrast the effectiveness of abstinence versus contraceptive measures.

physical, emotional, sexual and social development. Teaching Sexual Health, California DOE (HS-LS4-2)(SL 9-10.1)

Students will write an opinion piece about self esteem in puberty. (W 9-10.1)

Safer Sex

Discussion about abstaining from sexual activity that involves exchange of bodily fluids is the only sure way of avoiding the risk of pregnancy or sexually transmitted infections (STI). Teaching Sexual Health, California DOE (SL 9-10.1)

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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	Responsibilities of <u>Pregnancy and Parenting</u>	Sexual Development, Teaching Sexual Health, California DOE https://teachingsexualhealth.ca/teachers/grade/grade-9/	Formative Assessments:
Pregnancy and Parenting			<ul style="list-style-type: none">• Do Nows• Exit Tickets
Objectives			Summative Assessments:
Students will predict the consequences of teen sexual activity on future plans.	Taking care of a baby is hard for anyone, regardless of their age, but teen parents may have a more difficult time with finances, parenting skills, and future job and educational plans. The aim of this lesson is to highlight these factors and impress upon teens the dramatic changes a baby/child would bring to their lives. Sexual Development, Teaching Sexual Health, California DOE (HS-LS4-2).	Birth Control Lesson Plan, page 11, Toronto DOE http://www.edu.gov.mb.ca/k12/cur/physhlth/hs_s1-2/index.html	Student products related to selected lessons will be evaluated.
Students will determine good health practices that protect human reproduction.		Pregnancy, Discovery Education http://www.discoveryeducation.com/teachers/free-lesson-plans/teen-pregnancy.cfm	Students will be evaluated on role-playing of various scenarios regarding parenting.
Students will evaluate methods to confirm and sustain healthy pregnancies.	<u>Birth Control Lesson Plan</u> This lesson describes the relative effectiveness of methods of preventing pregnancy and STI's. Toronto DOE (RI 9-10.2)	Preventing Teen Pregnancy, PBS http://www.pbs.org/to-the-contrary/lesson-plans/307	Alternative Assessments:
	<u>Pregnancy</u> During this lesson students will consider the short and long term consequences of teenagers having babies. Discovery Education (HS-LS4-2).		<ul style="list-style-type: none">• Reflection Journal• Portfolios• Conferencing
	<u>Preventing Teen Pregnancy</u>		

In the *To the Contrary* teen pregnancy episode, Sarah Brown from the National Campaign to Prevent Teen Pregnancy says that "parents are...the unrecognized weapon" against teen pregnancy. PBS (HS-LS4-2).

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

2.1.12. C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.

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.

21st Century Skills

Topics	Sex, So much more than a three letter word.	Sex, So much more than a three letter word. Miss Naugle https://www.slideshare.net/naugled1/sex-education-grade-9	Formative Assessments:
Sexually Transmitted Illnesses	The instructor can provide an overview of the topic of STIs and pregnancy by displaying and discussing a slide share.	STI's, page 22, Toronto DOE http://www.edu.gov.mb.ca/k12/cur/physhlth/hs_s1-2/index.html	<ul style="list-style-type: none"> • Do Nows • Exit Tickets
Objectives	Teacher lead discussion on common symptoms of all STIs. (SL.9-10.1).	STD Prevention Family Life and Sexual Health Curriculum, Seattle & King County http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/~media/health/publichealth/documents	Summative Assessments:
Disease Prevention	Teacher lead discussion on common treatments of all STIs. (SL.9-10.1).		Student products related to selected lessons will be evaluated.
Students will recognize how to access valid health information and why it's important to advocate for your own health and have honest communication with healthcare providers.	Teacher lead discussion on bacteria, viruses and parasites. (SL.9-10.1).		Students will be evaluated on a poster, visual product or multi media presentation regarding their understanding of STI's and/or disease prevention.
Students will identify the STIs caused by bacteria, viruses and parasites.	<u>Sexually Transmitted Infections (STI's)</u>		Alternative Assessments:
Students will describe			

CRP3. Attend to personal health and financial well-being.	<p>common symptoms of STIs.</p> <p>Students will understand ways that an individual can and cannot be infected with and STI.</p> <p>Students will identify treatments of commons STIs.</p> <p>Students will discuss the benefits of abstinence as a way to avoid STI transmission.</p> <p>How to protect themselves from acquiring unwanted communicable diseases.</p>	<p>This lesson describes the relative effectiveness of methods in preventing pregnancy and STIs.</p> <p>Toronto DOE (RI 9-10.2)</p>	<p>/flash/HS11STDPrevention.a_shx</p>	<ul style="list-style-type: none"> • Reflection Journal • Portfolios • Conferencing
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Key Vocabulary:

Anatomy – The study of human or animal form, by observation or examination of the living being, examination or dissection of dead specimens, microscopic examination, and/or textbooks.

Puberty – The period during which adolescents reach sexual maturity and become capable of reproduction.

Menstruation – The process in a woman of discharging blood and other materials from the lining of the uterus at intervals of about one lunar month from puberty until menopause, except during pregnancy.

Sperm – A cell that is produced by the male sexual organs and that combines with the female's egg in reproduction.

Pregnancy – The condition of being pregnant.

Parenting – Taking care of someone in the manner of a parent.

Sexual activity – Activities associated with sexual intercourse.

Reproduction – The production of offspring by a sexual or asexual process.

STD (Sexually Transmitted Disease) – Any disease characteristically transmitted by sexual contact.

STI (Sexually Transmitted Infection) – Any infection that is characteristically transmitted by sexual contact and many either clear up or develop into a STD.

Infection – An infecting with germs of disease, as through the medium of infected insects, air, water, or clothing.

Diseases – An illness or sickness with specific, well-defined symptoms that affects a person, plant or animal.

Integration of 21st Century Standards NJSLs 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/

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">● 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">● 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.	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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

	<ul style="list-style-type: none"> • Learner will work at own pace • Give shorter assignments/more frequently • Employ individual, paired, or small group projects or activities • Allow take-home tests 	<p>out in large print and hung up for the student to see during the time of the 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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Interdisciplinary Connections:

ELA - NJSLS/ELA:

Reading

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Writing:

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Speaking and Listening:

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

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 NJSLS 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.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

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.