

Englewood Public School District

Comprehensive Health

Grade 10

Unit: Aspects of Sexuality, Pregnancy and Disease Prevention

Overview: In this unit students will study the social and scientific aspects of human relationships, sexuality, and STD 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.

Accessing valid sexual health information, products and services improves one's ability to make health enhancing choices and overall quality of life.

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
Comprehensive Health 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.	<p>Topics</p> <p>Dating and Domestic Abuse</p> <p>Human Sexuality: Anatomy, Reproduction, and Gender</p> <p>Objectives</p>	<p>Students will research and discuss dating and domestic abuse starting with the infographics from Domestic Shelters. Then they will create posters with a “Bill of Rights” describing the tenets of healthy, respectful relationships. W.9-10.8</p>	<p>Infographics on domestic abuse (Domestic Shelters) https://www.domesticshelters.org/domestic-violence-statistics?gclid=Cj0KEQjw7pHLBRDqs-X8hZ3Mgp0BEiQAXIo9rtM9VHHsIc9aQEWpYtfpTyEJQeT9Zi5McK_opQy60l</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Nows • Exit Tickets • Students will explain the physicality and function of male and female sex organs. • Students will describe the process

<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>	Students will examine diverse human behaviors and relationships.	Discuss the importance of human sexuality. SL.9-10.1	oaAqdX8P8HAQ#.WWUC8OmQzIU	of puberty for males and females.
	Students will analyze personal relationship choices and growth over time.	Review male and female anatomy using the interactive Inner Body website and various other resources. HS-LS4-2	Reproductive System (Inner Body): Female http://www.innerbody.com/image/repfov.html	Summative Assessments: Students will present their findings on abstinence and contraceptives. “Bill of Rights” Posters
	Students will present challenges to relationships in the 21st century using digital tools.	Discuss the various common sexual health issues males and females may face. HS-LS4-2	Male http://www.innerbody.com/image/repmov.html	Benchmark Assessment: Common Formative Assessment
	Students will identify and describe the function of each of the reproductive organs of both males and females.	Discussion about where to best obtain valid sexual health information. (SL 9-10.1)	Gender and Gender Identity https://www.plannedparenthood.org/learn/sexual-orientation-gender/gender-gender-identity	Alternative Assessments:
	Students will explain the importance of self-exams for both males and females.	Students will learn about gender and gender identity and discuss why their gender identity is important to them. HS-LS4-2	Puberty in boys and girls lesson plan (Discovery Education) http://www.discoveryeducation.com/teachers/free-lesson-plans/changes-of-puberty.cfm	<ul style="list-style-type: none"> • Whole Class Discussion • Peer to Peer Discussions • Reflection Journal
	Students will identify common sexual health issues that can occur in males and females.	Students will complete the Discovery Education lesson on puberty.(RI 9-10.1)		
	Students will list ways males and females can keep their reproductive systems healthy.	Students will research the debate between abstinence and contraceptives and highlight the pros/cons of each prevention measure. (SL.9-10.4). (W 9-10.8)	“Explaining Recent Declines in Adolescent Pregnancy in the United States: The Contribution of Abstinence and Improved Contraceptive Use” http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2006.089169	
	Students will review the common body system changes that take place during puberty, including			

<p><u>Comprehensive Health</u> 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.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.</p> <p>2.4.12. C.3 Evaluate the methods and resources available to confirm pregnancy.</p>	the processes of menstruation and spermatogenesis.		“Can We Talk about Abstinence and Contraception OR Is It a Mixed Message?” http://www.advocatesforyouth.org/parents/174?task=view	
	Students will compare and contrast the effectiveness of abstinence versus contraceptive measures.			
	Topics Pregnancy and Parenting	Students will complete the Discovery Education lesson plan on teenage pregnancy.(RI 9-10.1)	Teenage pregnancy lesson plan (Discovery Education) http://www.discoveryeducation.com/teachers/free-lesson-plans/teen-pregnancy.cfm	Formative Assessments: <ul style="list-style-type: none"> • Do Nows • Exit Tickets • Class Discussions • Questioning during lessons
	Objectives Students will predict the consequences of teen sexual activity on future plans.	Students will research and discuss the question, “What makes a good parent?” Then they will create collages with words and images expressing the qualities of a good parent. (RI 9-10.1)(SL 9-10.1)	“Adolescent Pregnancy: Current Trends and Issues” http://qikan.9med.net/html/qikan/fckxyekx/xekyxqk/200571167/20080831165912975_222038.html	Summative Assessments: Collage of good parenting Essay on teenage parenting
	Students will determine good health practices that protect human reproduction.	Students will evaluate methods to confirm and sustain healthy pregnancies.	“Challenges of Teenage Parenthood” http://www.pamf.org/teen/six/pregnancy/parenthood.html	Alternative Assessments: <ul style="list-style-type: none"> • Whole Class Discussion • Peer to Peer Discussions • Reflection Journal

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. 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.

Topics	Objectives	Resources	Assessments
STDs: The Science and Health Consequences	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 common symptoms of all STIs. SL.9-10.1	Formative Assessments: <ul style="list-style-type: none">• Do Nows• Exit Tickets• Questioning during lesson plan activities• Discussion with peers
Preventing Disease	Students will identify the STIs caused by bacteria, viruses and parasites.	Teacher lead discussion on common treatments of all STIs. 9.1.8.D.3	Summative Assessment: Informational brochure on an STD
	Students will describe common symptoms of STIs.	Teacher lead discussion on bacteria, viruses and parasites. SL.9-10.1	Alternative Assessments: <ul style="list-style-type: none">• Whole Class Discussion• Reflection Journal
	Students will understand ways that an individual can and cannot be infected with and STI.	Students will complete the lesson plan: "STDs: You Have to Know."	
	Students will identify treatments of commons STIs.	Students will complete the Discovery Education lesson plan on STDs and create an informational brochure on the prevalence of STDs. 8.1.12.A.2	

<http://www.healthline.com/health/pregnancy/five-signs-to-take-pregnancy-test#expert-qampa9>

"STDs: You Have to Know" lesson plan
<http://www.learnnc.org/lp/pages/2883>

STD lesson plan (Discovery Education)
<http://www.discoveryeducation.com/teachers/free-lesson-plans/deadly-desires.cfm>

"STD/HIV Handshake" lesson plan
<http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/1262?task=view>

"Information on Sexually Transmitted Diseases (STDs)"
<http://www.advocatesforyouth.org/storage/advfy/documents/stis.pdf>

Students will discuss the benefits of abstinence as a way to avoid STI transmission.

How to protect themselves from acquiring unwanted communicable diseases.

Key Vocabulary:

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

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.

Contraceptive – A device or drug serving to prevent pregnancy.

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.

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/

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"> ● Learner will work at own pace ● 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. ● Give shorter assignments/more frequently ● Employ individual, paired, or small group projects or activities 	<ul style="list-style-type: none"> ● Learner will work at own pace ● 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 lesson. ● Review behavior expectations and make 	<ul style="list-style-type: none"> ● Real world scenarios ● 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 ● Student Driven Instruction

	<ul style="list-style-type: none"> Allow take-home tests 	adjustments for personal space or other behaviors as needed.	
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

Reading

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

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.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advance searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

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

8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources

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.