

Course: *Health IV*
Unit #: *2- Reproductive Health*

Year of Implementation: 2023-20244

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - 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.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
 - **Career Readiness, Life Literacies, and Key Skills NJSLs**
 - 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
 - 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
 - 9.4.2.CI.2: Demonstrate originality and inventiveness in work
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
 - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
 - 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- **Interdisciplinary Content Standards**
 - 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
 - 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
 - 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement)
 - 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
 - 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
 - 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

New Jersey's Safe Haven Infant Protection Act N.J.S.A. 30:4C-15.7e New Jersey's Safe Haven Infant Protection Act allows parents or their representatives to anonymously surrender a newborn baby at any hospital emergency room, police station, fire station, ambulance, first aid, and rescue squads that are staffed 24 hours a day, seven days a week. If the baby appears to be 30 days old or less, and free of any abuse or neglect, the baby should be accepted with no questions asked

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning of reproductive strategies to make healthy decisions in order to safely protect their reproductive systems.

As aligned with LRHSD Long Term Learning Goal(s):

By the end of the year, learners should be able, on their own, to effectively draw upon all the content learned each year, to...

- foster positive social influence as an educated, contributing citizen.
- use problem solving skills to solve "real world" health and well-being situations.
- make responsible life decisions that contribute to their wellness.
- communicate effectively as part of a peer group.
- live a healthy lifestyle through physical activity.
- analyze and evaluate health and safety situations.
- self-assess their personal decisions to improve wellness

Enduring Understandings

Students will understand that. . .

Essential Questions

EU 1

- making good sexual health decisions requires knowledge, personal responsibility, and respect for oneself and others.

EU 2

- abstinence is the only 100% effective way to avoid STI's and pregnancy contraceptives are effective in family planning.

EU 3

- good decision making, from sexual activity, prenatal care, and delivery is essential for a healthy reproductive lifestyle.

EU 1

- How does one remain sexually healthy?
- Why is it important to discuss reproductive health for planning your future?
- How do lifestyle decisions affect life?

EU 2

- What does being abstinent mean to you?
- Why is it important to know the different options of pregnancy prevention and contraceptives?
- How could STI's effective one's reproductive health?

EU 3

- Why is prenatal care important?
- What is a healthy reproductive lifestyle?
- How can I protect my reproductive health?

Knowledge

Students will know . . .

EU 1

- the steps in performing testicular and breast self-exams to protect against testicular cancer and breast cancer. (2.1.12.PP.2)
- the importance of advocating for one's reproductive health. (2.1.12.PP.3)
- how to make healthy reproductive decisions. (2.1.12.PP.1)

EU 2

- the benefits of being abstinent. (2.1.12.PP.2)

Skills

Students will be able to . . .

EU 1

- apply awareness of the body in disease and cancer prevention by having the knowledge and ability to perform self-exam. (2.1.12.PP.2)
- advocate for one's reproductive health through a physician and independent knowledge. (2.1.12.PP.3)
- engage in class discussions based on healthy reproductive decision making skills. (2.1.12.PP.1)

EU 2

- different options of pregnancy prevention and contraceptives. (2.1.12.PP.1)
- consequences of unhealthy sexual practices. (2.1.12.PP.2)

EU 3

- proper pre and postnatal care for pregnancy and parenting. (2.1.12.PP.6)
- how to plan for their future in regards to their reproductive health. (2.1.12.PP.3)
- how to make decisions related to pregnancy and childbirth that will have short- and long-term impacts. (2.1.12.PP.6)
- the Safe Haven Infant Protection Act which allows parents or their representatives to anonymously surrender a newborn baby at any hospital emergency room, police station, fire station, ambulance, first aid, and rescue squads that are staffed 24 hours a day, seven days a week. (2.1.12.PP.6)

- identify and discuss pros and cons of remaining abstinent. (2.1.12.PP.2)
- identify and discuss the effects of STI's on sexual health. (2.1.12.PP.1)
- explain the role of birth contraceptives and one's health. (2.1.12.PP.2)

EU 3

- practice proper prenatal care. (2.1.12.PP.6)
- analyze their healthy decisions to plan for their future in regards to their reproductive health. (2.1.12.PP.3)
- create a healthy lifestyle through reproductive planning which includes knowledge of the NJ State Safe Haven Infant Protection Act. (2.1.12.PP.6)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- List potential influences that may impact your decision to be sexually active **(A, EU 1)**
- Use the internet to research different types of sexually transmitted infections. **(A, EU2)**
- Create a poster highlighting STI symptoms. **(A, EU 2)**
- **Create a chart comparing/contrasting the different stages of labor. (A, EU 3)**
- Watch various videos on pregnancy, prenatal care, gestation period, and delivery options. **(A, EU 3)**
- **Stage a debate featuring the pros and cons of abstinence. (M, EU 2)**
- Analyze various forms of contraception and identify which are mechanical, natural, or chemical. **(M, EU 2)**
- **Create a PowerPoint presentation highlighting the different forms of birth control as well as how certain methods can prevent the transmission of STI's. (M, EU 1, EU 2)**
- **Create a powerpoint based on specific :What if?" scenarios depicting potential reproductive problems. (M, EU 1)**
- **Create informational pamphlets on the detection, prevention, and treatment of different types of reproductive cancer. (T, EU 1)**
- **Design an illustrated prenatal brochure to teach parents about the importance of prenatal care and healthy pregnancy and the problems associated with pregnancy. (T, EU 3)**

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Emotional and Mental Health	30
2	Reproductive Health	30
3	Social and Sexual Health	30

Instructional Materials

Chromebooks
Projector
Projector Speaker
Journals/Notebooks
McGraw Hill "Glencoe Health" Textbooks
The goodheart-Willcox Company, Inc. "Comprehensive Health" Textbook
Teachers Toolbox School Health Education from SHAPE America

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.